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ABSTRACT

The report contains papers presented at a University of Vermont conference on the implementation of the Education for All Handicapped Children Act (P.L. 94-142), entitled "A Free Appropriate Public Education for All." Titles and authors include "The Legislative Intent" (R. Stafford), "Perspectives From the Bureau of Education of the Handicapped" (E. Martin), "The Legal Mandate--Due Process for Handicapped Children". (N. Mickenberg), "A Professional Becomes a Parent--The Other Side of the Coin" (A. Turnbull), "Teachers and P.L. 94-142" (F. Andelman), "Creating Delivery Systems for Training" (W. Smith), "Vermont's Commitment" (R. Snelling), "Sharing and Learning New Skills and Attitudes" (C. Leean, J. Witham", and "Testing for Differences--'None of the Above'". (M. Haberman). (DLS)

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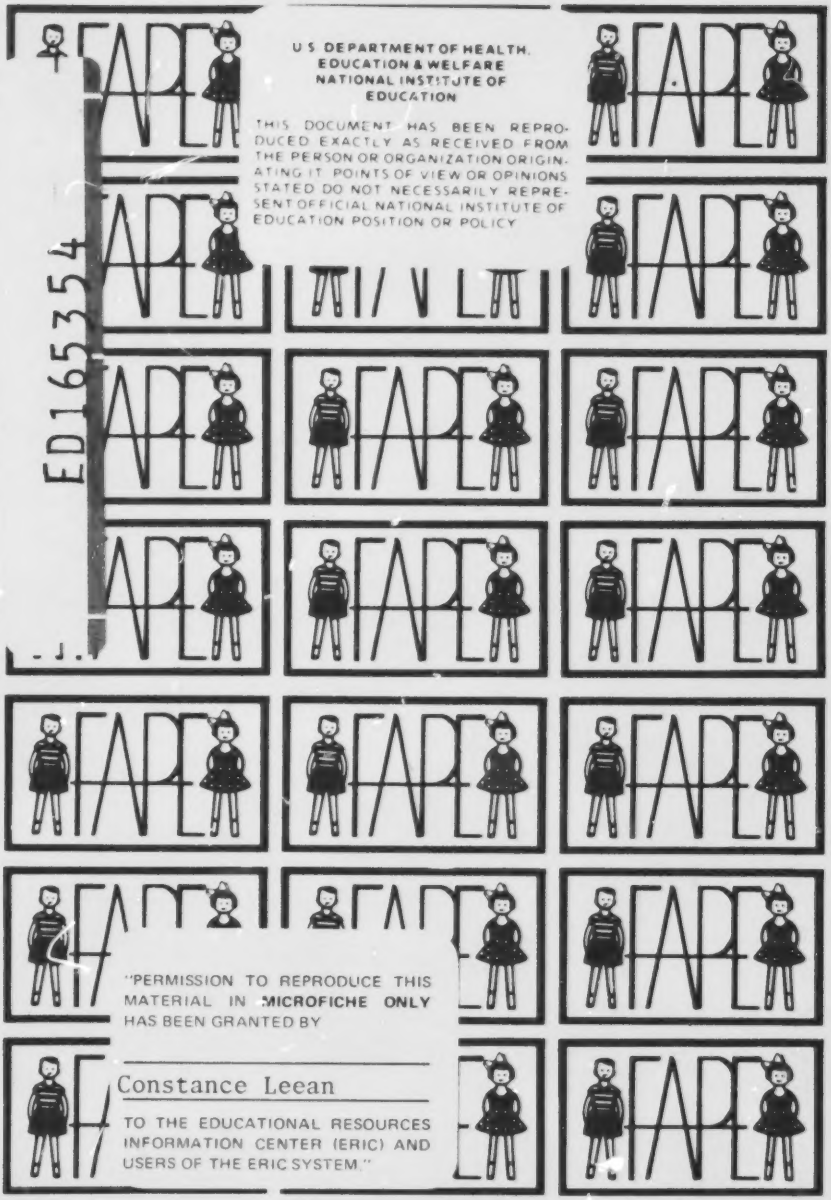

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"A Free Appropriate Public Education For All"

University of Vermont • Summer Institute
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EDITORS:

David Shiman
Ann Nevin
Connie Leean
Bud Myers

TABLE OF CONTENTS

ACKNOWLEDGEMENTS . . . . . *ii*

PROLOGUE . . . . . *iii*

WELCOMING ADDRESS - Larry McCrorey 1

INTRODUCTION - Dean C. Corrigan 2

INTERPRETING THE LAW

The Legislative Intent - Senator Robert Stafford 5

Perspectives From the Bureau for Education of the Handicapped - Edwin C. Martin 9

The Legal Mandate: Due Process for Handicapped Children 17

RESPONDING TO THE LAW

A Professional Becomes a Parent: The Other Side of the Coin - Ann Turnbull 19

Teachers and P.L. 94-142 - Frederick Andelman 27

Creating Delivery Systems for Training - William Smith 30

Vermont's Commitment - Governor Richard Snelling 35

LEARNING SKILLS, ENHANCING STRENGTHS, AND APPRECIATING DIFFERENCES

Sharing and Learning New Skills and Attitudes - Connie Leean and Jody Witham 40

Testing for Differences: "NONE OF THE ABOVE" - Martin Haberman 46

EVALUATING THE FAPE CONFERENCE

A Celebration of People and Possibilities - Ed Wachtman and Nancy Gentile 57

APPENDICES

A. Conference Sessions 68

B. Conference Faculty 77

C. Conference Staff 96

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The FAPE Conference itself was dedicated to Dr. Dean C. Corrigan (former Dean of the University of Vermont College of Education and Social Services and currently Dean of the University of Maryland College of Education) for "EIGHT YEARS OF INSPIRATION AND DEDICATED SERVICE."

This monograph is also dedicated to Dean C. Corrigan and to professionals in ALL agencies (parents, teachers, administrators, specialists) who exemplify the BEST PROFESSIONAL PRACTICES TO ENSURE FREE APPROPRIATE PUBLIC EDUCATION FOR ALL.

PROLOGUE[1]

During the week of July 18, 1977 approximately 400 persons gathered at the University of Vermont's Living-Learning Center to participate in a five-day conference. FAPE — a Free Appropriate Public Education for all — was the theme that brought together the foremost experts on handicapping conditions and Public Law 94-142 to share their expertise with professional educators. The conference faculty consisted of persons from federal and state government, as well as those engaged in medicine, rehabilitation, research and education. Each member of the conference faculty was chosen for specific skills that he or she could share with the participants. In addition to the educational nature of the FAPE Institute, many spokespersons addressed the participants as advocates for the educational and societal rights of the handicapped. This combination of education and advocacy created a unique blend that was apparent in all aspects of the conference and reflected the careful preparation that went into its planning. Conference planners were able to draw upon their own professional experience to develop and staff workshops and general sessions that would address the practical problems and issues surrounding the implementation of PL 94-142. The overall quality of the FAPE Institute reflects the time and care taken in its development as well as a highly visible philosophical s ance in favor of the utilization of every human being according to his or her personal potential. In view of this, it is not surprising that the word "love" was heard several times within the official context of the conference.

The workshops and general sessions were augmented by several social and recreational events. The highlights of these activities were the senatorial banquet on Monday evening (followed by a "laid-back" night of bluegrass music under the stars) and the humane and enjoyable competition of New Games on Thursday evening. These two activities must be considered integral parts of the week. Both can be taken as symbolic manifestations of the philosophy of the planners. The FAPE Institute was obviously committed to the spirit of the law, but it was equally sensitive to the needs of those who must comply with the letter of PL 94-142.

Within the overall structure, two conference related options were offered. For those interested in earning graduate credit, FAPE was offered as a graduate course with advisors available to help interested persons focus their inquiry. Approximately 80% of those participants who completed the Pre-Institute Questionnaire indicated they were participating in the conference for credit. There is very little evidence that they perceived the goals of the conference differently from those who did not participate for college credit.

The Dean's Grant sponsored two days of sessions to allow those with new Dean's Grants to meet with representatives of the Bureau for Education of the Handicapped to begin needs assessment and "front-end" planning for their new programs. These people also participated in other FAPE activities according to their ability to fit them into somewhat crowded schedules.

"A Free Appropriate Public Education for All" is a slogan which appeals to a wide spectrum of opinions and emotions. For those in the business of education, the word associations look somewhat like this: mainstreaming, special education, least

restrictive environment, expensive, necessary, etc. Those who came to Burlington came with understandings that varied as much as their own occupations and backgrounds. Their individual stories are fascinating — their group dynamics is the story of real interest.

The story of FAPE is the story of education. Education gains its strength from its interactions with the social whole. The very foundations of an educational system are based in many professions, not only those which we call teacher or educator. To the readers of this report a list of those professions seems unnecessary — what is important is the recognition that all of those groups represented themselves at FAPE. Many came to share their expertise, others to learn, others to champion their cause; some would rally and others antagonize. There was no sense of apathy, yet few other emotions were left unturned.

As in every professional conference, friendships formed, points of view and ideas were exchanged. But FAPE was distinct. Why? A group of people gathered to deal with what might classically be labeled a no-win situation — a federal mandate which required public education to respond to a segment of society unserved or underserved by its present structure. If one could have predicted the results, anger and head-shaking would have been the characteristic symptoms. Conversion would have been the theme and charisma strongly employed. Such was not the case at FAPE.

As July 18th, 1977, settled into Burlington, with recordbreaking heat heralding its entry, FAPE participants from across the nation and Canada arrived with viewpoint and suitcase in hand. For many, it was to be a living experience that had been forgotten or missed in college.

[1] From E. Wachtman and N. Gentile. THE FAPE SUMMER INSTITUTE: A Celebration of People and Possibilities. Syracuse, N.Y.: Center for Instructional Development, Syracuse University, November, 1977.

WELCOMING ADDRESS

by
Larry McCrorey
Vice President for Academic Affairs
University of Vermont

On behalf of President Coor and the entire University community, I welcome you to the University of Vermont and to this FAPE conference. We are indeed delighted that you are here with us.

If I may, let me take just a few minutes to tell you (especially those of you who are visitors) something about our University, because I would like you to understand that conferences such as this are no accident, but rather the result of concern for and understanding of our particular situation. The University was founded in 1791 by an act of the state legislature. However, in that act no funds were appropriated, a condition that remained intact for some 160 years. It wasn't until 1955 that we became an instrumentality of the state, and even now we receive only 16% of our total budget from the state.

Now, what does all this have to do with this conference? Well, we have learned some things about ourselves and our survival.

1. We must develop excellence in limited areas, since we will never have adequate support to be all things to all people. Our College of Education and Social Services is one of those areas.

2. We must call upon quality and excellence wherever it is found. This dictates, for example, that we develop interdisciplinary programs and thrusts. It means further that we bring external expertise to our campus whenever possible. This conference represents such an endeavor.

3. Whatever our legal status, public or private, we accept the land grant responsibility — education, research, and service to the state and the nation. Our College of Education and Social Services, for example, is the principle training arm of those professions in this state.

Thus, a conference such as this is no accident. It is the logical outcome of a plan not only for survival on limited resources, but for the achievement of excellence.

I would like to add just a few personal remarks for, in this particular case, there are more important and compelling reasons for hosting such a gathering. Dean Corrigan has said on many occasions that the legislation which sparked this conference may well be the most significant piece of educational legislation in the history of the country. This is a rather strong statement when one considers some of the major turning points in the history of education — such as the first university for Negroes in 1856, the Morrill Act of 1862, and the Supreme Court decision of 1954. Nevertheless, it is important conceptually because it goes to the very core of the moral issues which, in fact, underlie all of these previous efforts. And, of course, it is important if only because it is right. My own philosophical position is that a meaningful education is the single most powerful tool there is for the improvement of quality of life and the attainment of true freedom. Education is terrifyingly

powerful — it has the power to name, to define and to control minds. Such a powerful tool cannot and must not be limited to an elitist cadre of would-be leaders but should be available to everyone. The way to raise the quality of life for everyone is to educate everyone to his or her full potential.

There are some caveats. I wish I were young enough to avoid the cynicism. It would appear that Congress has indeed opened up "a can of worms."

1. The legislation comes at a time when various support services in schools are being cut back. It will be more difficult to implement in the absence of guidance counselors, reading specialists, etc..

2. The spin-off is likely to be enormous. As Ed Martin has said, "As you open the door, people want more than the little bit you were willing to grant." The implications of this Act are staggering. If indeed everyone is entitled to a free appropriate education — who defines appropriate? and who are the handicapped? It wouldn't take much effort to show that millions of minority children are indeed handicapped by a discriminating society.

Thus, we have opened a can of worms. But, if we are ever to be the nation we were supposed to be, if we are ever to become a society with the values we so loudly extol in the abstract, then it is a can of worms that needs to be opened. As a profession, you must be committed to this change; as an institution we must be. I am convinced that it is worthwhile; I have been a teacher too long not to remember the quickening of my heart beat whenever that new light of understanding shows in the eyes of a student and a whole new perspective comes into view.

And despite the many failings of our system, I am nonetheless convinced that real education is the surest way to freedom — a real freedom in which one comes into control of that little bit of evolution which is himself. Everyone deserves that opportunity. In this great endeavor, you the profession, must lead the way so that we can create the future, rather than merely inherit it.

Have a good conference.

Learn from each other.

Enjoy yourselves.

INTRODUCTION

by
Dean C. Corrigan
Dean, College of Education
University of Maryland

The Education for All Handicapped Children Act, Public Law 94-142 is the most important piece of educational legislation in recent history. It has far-reaching implications for all levels of education and it could be the vehicle through which education emerges as a profession... that is, if educators can develop the knowledge, skill, and courage to implement the concepts in it.

It should be noted that the Education for All Handicapped Children Act, Public Law 94-142, passed the Congress of the United States with a 404-7 vote in the House of Representatives and 87-7 vote in the Senate. Educators can undertake the goals of PL 94-142 knowing they have a clear mandate from Congress to do so.

Following are some of the key concepts in Public Law 94-142.

1. Basically, this Act must be considered a piece of civil rights legislation and cannot be fully understood except from this perspective. Review of the Congressional testimony on Public Law 94-142 indicates that the basic rationale in support of providing access to educational opportunity for persons with handicaps is that they are human beings living in America and therefore have a right to access to educational opportunity, even if it costs more. The roots of this Act are found in the civil rights movement of the 60's. The rhetoric of human rights is now being written into the legal and the legislative structures of this land, e.g., handicapped and racial integration, consumer advocacy, women's rights, de-institutionalization of prisons and mental health centers, and senior citizens rights. As we implement the educational concepts in Public Law 94-142, we must keep in mind that this Act calls for social, political, and economic reforms as well as educational reforms. Our strategies for change must keep this in mind, or we will not succeed. If we ever needed a specific example of the use of education as an instrument for social progress, this Act is it.

2. The Act uses the terminology "least restrictive environment" and "appropriate education." It identifies the regular classroom as the "least restrictive" and if other settings are used, movement to such settings must be justified. The implications of using the regular classroom are enormous, not the least of which is that all educators (regular classroom teachers, counselors, administrators, and other support personnel) must now be educationally prepared to work with persons with handicaps. This will call for a change in roles of all education personnel and especially a change in role for special educators.

3. The beneficiaries of this Act are 12 percent of the human beings in the United States between the ages of three and twenty-one. By 1978, a "child find" must be completed and services must be provided for the age group five to seventeen. By 1982, the age range receiving services will be extended to persons aged three through twenty-one. Some states have gone beyond this age group, however, and in their enabling legislation, have started the "child find" during age one. Since many agencies work with these age groups, school personnel must now view themselves as part of a human service delivery system rather than just a school system. New means of linking with these agencies and new systems of training to bring about better collaboration among all roles involved in the human service delivery system must be developed.

4. For years, we have talked about individually designed education, but Public Law 94-142 requires it. If an individually designed education is not provided, due process procedures are described which offer parents legal alternatives to insure an individual education plan for their children. It is critical to note that the legislation talks about individual programs and individual plans, not just individualized instruction. Even though it is not stipulated, one realizes that this legislation views the

total setting in the school and classroom as well as the individual interaction between teachers and students as being educative. Especially in the attitudinal learnings, such as developing an understanding and respect for individual differences of persons with handicaps and a sense of responsibility for protecting the human rights of others, the "milieu" of the school will teach. Therefore, the plan for "mainstreaming" must include a review of the total environment.

5. Another goal we have discussed for years is parent-school interaction. This Act requires a sign-off by the child's parent, guardian or surrogate on the individual education plan. How these child-parent-teacher relationships are developed, starting with the "child find," will be critical in achieving the goals of this Act and restoring the public's confidence in its schools.

It appears obvious that the preparation of any teacher for any subject and for any level, beginning immediately, must include knowledge and skills necessary to competently teach human beings with handicaps. The sharp boundaries between what we have called special education and regular education are gone as far as the federal legislation is concerned. The placement of any new teachers will surely involve their being able to show that they have had some training in teaching of the handicapped no matter what their level or interests might be.

The most vivid truth that emerges from any analysis of the goals and concepts included in Public Law 94-142 and a review of teacher education as it exists in this country today is that we are not going to succeed if we continue with special education in a conceptual framework separate from regular education at any level of the educational spectrum. Until we get rid of this dualism in our teacher education institutions, our public schools will continue to be a mirror image of the conditions present in teacher education. Therefore, we must prepare all teachers to implement the concepts in Public Law 94-142. We must reform all aspects of teacher education not just special education.

As my colleagues and I said in the Bicentennial Commission Report: "What the teaching profession needs is a totally new set of concepts regarding the nature of the emerging human services society, its educational demands, the kinds of delivery systems necessary to provide public access to continuing educational opportunity, and the types of professional personnel and training required to reform public education."[2] This reform must move in both directions — in universities as well as in schools.

That is what the Vermont FAPE Conference is all about — reforming schools and colleges to provide access to free, appropriate public education for all persons with handicaps. Let us approach this challenge with the great sense of urgency it deserves.

[2] Robert B. Howsam (Chr.), Dean C. Corrigan, George W. Denemark, and Robert J. Nash (Eds.), Educating a Profession, Report of the Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education, 1976.

INTERPRETING THE LAW

THE LEGISLATIVE INTENT

by
Robert F. Stafford
U.S. Senator, State of Vermont

There are a doubtedly numerous ways of characterizing what the Education for All Handicapped Children Act of 1975 is really all about. I am myself reminded of a line from Ralph Ellison's *Invisible Man*: "I am invisible...I am a man of substance, of flesh and bone, fiber, and liquids — and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me."

This invisibility has, until quite recently, been the condition of handicapped Americans in relation to their fellow citizens, and it has been an invisibility of two varieties: the gross invisibility of literally being hidden away from the rest of us; and, secondly, the more subtle and perhaps more destructive invisibility of being in fact "seen," but "seen" by an inner eye that perceives a label rather than a unique person, an eye which does not see Johnny or Susie, but instead sees "crippled," or "retarded," or "maladjusted." And doubt it not, this two-tiered invisibility has been bred in the schoolhouses of America as much as in any other of the nation's institutions.

It seems to me that, as much as any other action of the Congress in the two hundred years of the Republic, the Education for All Handicapped Children Act represents a gallant and determined effort to terminate two-tiered invisibility once and for all with respect to exceptional children in the nation's school systems. It is not a perfect attempt, because there is no such thing as a perfect nationwide attempt, that is, one law that will fit both the demands and conditions of the Bronx and the Bayou or of the townships of the north country of our own New England and the large Chicano and Black communities of Los Angeles.

Let us step backward for a moment and take a look at the origins of the Act, an Act which may be said to embody the major features of the overall Federal commitment to our handicapped children in both basic areas of educational rights and fiscal partnership. It is important to bear in mind that the Education for All Handicapped Children Act was not born out of a vacuum. In point of fact, the law is largely an affirmation of, and is actually modeled upon, all of the following:

- mandatory full service statutes in practically all of the States
- numerous court decrees
- prior Federal law dating back to 1967
- and, of special importance to all of you here today, the best and most progressive professional practice of all who are involved in the educational development of exceptional children.

The Federal law may be best characterized as providing a minimum floor of collective responsibility for the nation as a whole. And, as you know, the trick here is always the delicate problem of prodding — through legislation — those regions

which aren't doing nearly enough for their handicapped children, while, at the same time, not penalizing those other regions which are doing a first rate job of providing special education. I know that our own State of Vermont (under the truly remarkable leadership of Dr. Jean Garvin and many others) is doing that first rate job. We want the Federal presence to support and reinforce those efforts and I, for one, think on balance, it does just that.

The Education for All Handicapped Children Act of 1975 is uniquely child-oriented, parent-oriented, teacher-oriented, and instructional environment oriented. And by simply expanding on the phrase — right to an education for all handicapped children — we can explain fairly well what the Act is all about.

First, the law seeks the right to a free public education for all handicapped children. This will mean, of course, no additional cost to parents or guardian. Secondly, the law seeks the right to a free, appropriate public education for all handicapped children. The Congress, of course, does not attempt to define "appropriate," which would certainly be a fruitless exercise. Instead, the law requires a mechanism for determining what is "appropriate" for each child, namely, the written individual education program. And finally, the law seeks the right to a free, appropriate public education in the least restrictive educational environment. Some call this mainstreaming but I frankly do not have a warm regard for that word since it carries the heavy implication that all handicapped children will be in the regular classroom. That, as you know, is not what we in the Congress have sought. Rather, we have as our governing principle, the integration of handicapped children with non-handicapped children. As we all know, there is clear evidence that in the past the reverse was true.

When one has enlarged our phrase to that point — the right to a free, appropriate, public education in the least restrictive educational environment — one has made a short statement of what the Federal law is all about. Now, there are other rights and protections for these children and their parents which follow from the preceding objective, such as those procedures which guard against attributing a handicapping condition to children when such assessment may be racially or culturally biased. It is not my purpose today to cover the waterfront with respect to this law by trying to address all the areas of rights and protections, management and fiscal mechanisms, and monitoring and evaluation. My purpose is to reiterate for all of us the essential objective of this law and suggest that there are numerous implications in the realization that the Education for All Handicapped Children Act is uniquely "mission-oriented." To achieve this mission, we have a special challenge to marshall the total public resources (federal, state and local) not just the monies provided under this Act.

This new law certainly has its fair share of detractors, which is not alarming, since any Act which seeks to remedy behaviors and policies impacting negatively on vulnerable children certainly is going to include requirements which are unpleasant to some. While I certainly would not want to be cast in the role of justifying the implications of every noun and every verb within this Act, I do think it might be useful to take a few minutes to tell you briefly why we included certain provisions which are unpopular in some quarters.

1. Some people apparently have problems with Section 612 (6) of the law which deals with the administrative responsibility of the state education agency in assuring that each handicapped child needing special education receives that service in accordance with all of the requirements of the Act. The specific aspect of this requirement that is questioned pertains to the assignment to the state education agency of "general supervision" for the special education programs for handicapped children that are provided by state or local agencies other than the education agencies. This section also requires that the special education of handicapped children in agencies "other" than education shall meet the standards of the state education agency. By inclusion of this requirement in the Act, we in the Congress attempted to deal with a major problem concerning the education of handicapped children who for a variety of reasons, receive their education through other than education agencies, such as state departments of mental retardation, welfare, and health or mental hygiene. All too frequently the educational services received by these children have been non-existent or of limited quality and quantity, particularly when contrasted with their peers enrolled in public school programs administered by state and local education agencies.

The sheer force of logic and responsible management dictate state education agency (SEA) authority. First, the funds under this Act flow through the SEA. If efficiency and administrative control are to be maintained, it seems imperative that the regulatory role be maintained within the agency through which the funds flow. Secondly, a given state may or may not have, for instance, a Department of Mental Retardation, but every state has a state education agency. Thus we have a state by state uniformity for purposes of maintaining accountability, rather than the distasteful prospect of different ways. Thirdly, maintenance of responsibility within the SEA, which is certain to house professional educational expertise while other agencies may not, greatly reduces the likelihood of non-existent or inadequate instructional programs in other delivering agencies. And lastly, we in the Congress have observed that this is precisely the supervision procedure being adopted by those states which have themselves been searching for a solution to the multi-agency dilemma.

2. In reviewing the procedural safeguards of the law, some have questioned the requirement for the opportunity of state level appeals following the impartial hearing at the local level. The necessity for such an appeal reflects our concern in the Congress, as indicated throughout the Act, whereby the state maintains the responsibility for educating handicapped children. Given this responsibility there must be a state capacity to enforce its own requirements.

Furthermore, the provision of state-level appeal in this Act again reflects the direction taken in the majority of those states which are now well along in the development of procedural safeguards. Undoubtedly a governing consideration has been the obvious prospect for enhancing impartiality due to the sheer "distance factor" from the local school district itself. And finally, we in the Congress have observed that, in general, where state administrative appeal procedures are in fact in operation, a timely and equitable forum for resolution of conflict is provided. Also, the number of cases going to the courts is reduced, and parents are spared the often

unbearable cost of court litigation.

3. Some have expressed something short of warm regard for what they characterized as the Act's requirement of "the development of new accounting systems." While it may indeed be true that perhaps the Federal Paperwork Commission ought to take a look at the law (I happen to be a member of that interesting panel), I would nonetheless have to make the following remark: it was not our intent to require new accounting systems at all.

As you all well know, school districts historically have been required at least annually to submit various types of data to the state. These data requirements have placed a responsibility on local schools to keep records on children and establish a system that is accountable. Again, the Education for All Handicapped Children Act does not necessarily require more but rather better information regarding ongoing educational decision making. It is not our intention to require another layer of management for states and localities but rather to require more specific, accountable information.

4. Finally, let me address the position taken by some that the services to be provided as a result of the joint agreement between the parents and school system (through the mechanism of the written individual education program) do not in fact have to be provided. To adopt that position would frankly render valueless the central provision of this Act as we designed it. To determine that a child is handicapped and then place the child in a program is a very serious business. It is one of the most important decisions that will be made in the child's life. That is why the courts, state legislatures and Congress have required that placements be appropriate to the child's needs and that procedural safeguards be available. We offer the Individual Educational Program as a mechanism to reach a document agreement on what is appropriate. To do what some are suggesting, namely that there is no requirement to provide what has been agreed to, makes a mockery of the entire process and throws children back into the state of jeopardy that this Act and the courts have tried to remedy.

There are a few other provisions of this Act to which some have accorded, if I may borrow from the immortal words of O. Henry, only "a medium hello," but time does not permit discussion of these items. Let me, however, make it clear, that while I will always remain open to perfecting and clarifying amendments, it hardly seems logical or appropriate to amend the Act before it even takes effect.

Finally, let me make some comments on the matter of money. An estimated child count for purposes of fiscal 1979 advancefunding indicates an appropriations ceiling of approximately $600 million. Now I would submit that the House and Senate are staying fairly well on target. The House has recently recommended an advance appropriation for fiscal 1979 of approximately $535 million, which would include a carry-over of about $70 million from fiscal 1978 that had been appropriated but not generated under the first child count. The Senate recommendation is some $20 million higher. But a note of caution: there are still too few dollars available to meet our vast needs. Federal funding, although it has increased substantially, remains pitifully small. And there is little likelihood, in fact, that the literally billions of dollars that are actually needed from the Federal government will ever be available.

Nevertheless, I for one will contine to fight for the best possible incremental advances in the yearly appropriations process.

In closing, may I submit the following: no Federal law, this one included, no state law, no court decree, no executive order of a governor or President, in an area such as the one we are dealing with today, the educational well-being of vulnerable children, is an instant cure-all for the ills that need to be alleviated. The Education for All Handicapped Children Act is one more weapon in the arsenal; its usefulness will have a direct relation to the degree of its use. Let us therefore be modest and practical in our expectations. It was former Supreme Court Justice Cardozo who offered a cold splash of reality which I like to keep in mind: The law never is; the law is always about to be.

PERSPECTIVES FROM THE BUREAU FOR EDUCATION OF THE HANDICAPPED

by
Edwin C. Martin
Deputy Commissioner, Bureau for Education of the Handicapped

Over the years, talking to parents about what they face has most shaped my feelings and thoughts about the Federal role in education of the handicapped. My first encounter was with a mother of a deaf child; she had taken the youngster to one of the best centers in the country (Northwestern) for diagnosis. They advised her to get the child immediately into a language and speech training program since the child was just over a year old, and it was time to try amplification. The mother went back home to one of the more progressive states in the country and found there was no pre-school program available for her child in the public school system. When she went to the state school for the deaf, they told her that it really would be good if there were some programs around the state, like Easter Seals and some others, that have some pre-school work going on! She was told to bring the child back when he was five and they could start a program for him. And those of you who know anything about language development realize how awful it is to waste those five years of a child's life and to do irreparable damage via this kind of education policy. This mother became friends with the chairman of the state association for the deaf, and together they formed a coalition which finally started a pre-school program at the state school for the deaf.

Another parent's story that is close to me deals with a woman in our own office who has a youngster with multiple handicaps. She had a difficult time finding a place with staff who understood both emotional and neurological problems. Finally, a place was found which cost, several years ago, about $9,600. Although she lived in a relatively rich school district at that time, the district's tuition policy was to provide only about $2,500. So here is a parent working for the Federal Government making an annual salary which probably approximated the tuition cost for one child

with a multiple handicap and, a public policy which said that, for one child only, the first $2,500 will be paid, but above that, you're on your own!

Some things have changed, but as I sat in a meeting in Washington a few months ago involving the regulations of Section 504 of the Rehabilitation Act, I realized that there is much that needs to be done. A woman from a rural area in Ohio spoke to us about the need for firm regulations prohibiting discrimination against handicapped persons. She mentioned to us that she had finalized the results of a court action to secure a place in a special program for her daughter Tara (who's about 16 now). She then parenthetically mentioned how Tara had sat at the window for so many mornings over the years and watched the school bus go up the road and knew the loss of not getting on that bus. Tara had asked again and again why she couldn't go to school. There were a lot of us in that room, especially the parents, who understand the poignancy of when your child asks you for something which you do not have the power to provide but which you know is the child's right.

In recent weeks and months I've had to respond to a variety of questions and challenges about the Education for All Handicapped Children Act. They have been raised by administrators and general government representatives. These questions and challenges have focused on costs, conflicts between the State and Federal statutes, and changes in the practices of education in various communities. These challenges are usually presented in context of the presumed imposition of the Federal law on local decision making. Thus, the challenges typically don't go back to the roots illustrated by the stories I shared with you. In the abstract debate as to whether the Federal Government is going to "push Vermont around" or "push Maryland around," it is forgotten that there were children and there are children today who do not have appropriate language and cognitive development programs in the most important years of their life; that there are children today who sit and watch the bus go by at home, and that to me has a deeper reality. If those facts were not real, there would be no need for the Education for All Handicapped Children Act.

In this situation as in so many others where we legislate social programs and social policy, we've got to understand that if you don't solve the underlying problems that cause the legislation to be developed, you must expect that the legislation is going to be disruptive in some way. If you want to avoid disruption then address the underlying problem.

Not long ago, I had a talk with a reporter in Rochester, New York, who noted "We don't have enough money to educate our normal kids, how can you expect us to educate our handicapped kids?" Those of us involved with this Act understand that such a question is by no means a malicious one. It symbolizes to me a crucial problem because the basic assumption behind that question is that non-handicapped children have a higher priority order for education. Everyone must challenge that assumption and instead start with the assumption that the education priorities are the same for both non-handicapped and handicapped kids.

One of the Federal statutes within the Act provides additional funding for each of the next few years to help achieve full educational opportunity for all handicapped children. The formula works on a graduated basis. This year the Federal share is 5% of the average national educational expenditure for children (without regard to

special education costs). The amount is about $1,400 this year of which 5% is $70. Next year, the Federal share goes up to 10%; the following year it will rise to 20%; then 30%; and then 40%. Now those are only authorizations, meaning that Congress has said that it is legal to spend that much. It doesn't necessarily mean that the Senate appropriations will provide that amount. As it turns out, in the first year, Congress did provide the full 5%, and they have a commitment to try for 10% next year.

Some have asserted that if the Federal Government wants to provide full educational opportunity for all handicapped children, "they" ought to pay for it and "they" ought to put up the full 40% now rather than later. There is a certain logic to that assertion because the Act implies that all children must receive a free and appropriate public education by September 1, 1978. Therefore, it might be logical to expect the Federal share to peak at that point rather than later. But the basic assertion that the Federal Government should pay for it if "they" want it done is one that stands to be challenged. First, virtually every state has a provision of public education for handicapped children anyhow. If those laws were fully implemented, the Federal law need not be in existence! Second, the responsibilities for state and local education agencies to provide public education have been constitutionally affirmed by the courts. I think the people in Congress who wrote the federal law observed a situation where states were ignoring their own laws! They saw decisions in both State and Federal courts which had ordered the states to stop ignoring their own laws and thereby ignoring handicapped children. The federal lawmakers have tried to provide a law which would give additional funds to make this task possible. But, at the price of those additional funds, these legislators have asked for time to complete the task and have also added certain substantive requirements. This is not unique in Federal law. Almost all Federal grant programs impose some standards for the delivery of funding. For example, the University of Vermont applied for a Dean's grant to help revise the form of teacher education in the College of Education and Social Services. The University proposed certain things that they might not have otherwise done in exchange for the funds that they receive from the Federal Government.

The position that the commissioner and I took at the appropriations committee was not that we don't think the Federal Government should pay as much money as the budget should allow. We do. We hope there will continue to be growth in funding. But, we want to avoid the assumption that this is a Federal problem and that the Federal Government created the need to educate handicapped children and imposed it on the states. That's not true: 48 or 50 states have mandatory laws of their own. Rather than wait for the states to act, the Federal Government will help them meet a commitment that nevertheless remains a state responsibility.

Now a second challenge deals with the difference between state and federal requirements with regard to due process. This is more technical and I think of less general concern, but there are certain sections that were written into the law based on problems that have been raised primarily in court suits. It became apparent that parents had very little role in what happened to their children. In some instances, they weren't informed; in most instances, they didn't have a chance to really discuss

it in any reasonable way. They have not been involved even though critical determinations were being made about their children's future. Enrolling a youngster in a particular course in special education, especially in a segregated program, may carry some life-long implications regarding the kind of training the youngster will get, vocational placement, and social interactions. In a society which discriminates against the handicapped, there are negative stigmata and consequences to becoming a member of that minority group. You may get certain benefits back, but the costs are many. That equation has to be weighed by people as they understand fully the significance of identifying a youngster as retarded, emotionally disturbed, or handicapped in some other dimension. So the courts have held that people must be informed in the fullest possible way regarding what's happening to the youngster, placement options which are available, and why the school made certain judgments. Furthermore, in the case of Spanish speaking or French speaking parents, it cannot be assumed that language difficulties are their problem. Instead, meetings must be held with these people in a language that they can understand so that they can learn the options available to them as fully as possible. Now different states have had different rules. The Federal Government has tried to follow basically the court guidelines that emerged out of class action court suits in Pennsylvania, District of Columbia and upper Federal District courts. In these matters, there is a value to have some set standard to guide a person like myself who has the administrative task to make a judgment as to whether Vermont is legally protecting its children, even though neighboring New Hampshire's plans are a little different. We much prefer that there be a Federal standard. I would like this standard to have flexibility so that we can make mild accommodations with state law but not enough to get into bargaining relationships with the Federal Government.

The third major challenge deals with the provision of the law which calls for the persons responsible for education in that state to exercise general supervision over all the educational programs for handicapped children. Now, one implication of this provision is, as most of you quickly understand, that bureaucratic struggles can emerge. It requires the chief state school officer to exercise general supervision over all the programs which might be in a separate state agency (such as a Division of Mental Retardation). People in the separate agency may ask "How did this person get into telling us what to do?" This is a legitimate concern. The Congress was trying to avoid a situation where a certain group of children fall between the crack because they weren't the responsibility of the state education agency. They were not enrolled in programs supervised by the state education agency. If the state education agency were responsible for the children in other agencies' care, the assurance for the protection of the child and for free appropriate public education would apply. But children in a state school for retarded, for example, might very well have a different set of standards set by a different administrative authority. Connecticut had a state statute which required a free public education for children who were in a care of an education agency. Although very good programs existed for children who are the responsibility of the mental retardation agency, mandatory education is not a part of that program. Therefore, if your child happened to be in an education agency, you could be sure that your youngster would get an education; but if you happened to

have a youngster who was the responsibility of another agency (e.g., mental retardation), there was no commitment to an educational program. There is no need to have a direct confrontation between the Federal law and the State statute. Many states have said they think that requirement goes against the sentiment of the Constitution which prohibits the Federal Government from getting into the internal management of the state affairs, and they might decide to sue over that. Our feeling is it can be worked out if they want to work it out. Certainly it's fair to try to have some overall set of protections developed by the state for its children.

The other major bone of contention, which I think is the most interesting one from the substantive point of view, deals with the individual education program. Many people have expressed concern about the individual education program (IEP). Administrators have said that it can be enormously costly, a lot of paper work, and busy work. A new line of concern has been that it will become a contract between parents and school system who must agree to the program for a given child. Most of you know what the individual education program calls for: an achievement measure of where the child is at present, a statement of some short-term objectives for a child, a statement of placement for educational training, a statement of some long-term (yearly) objectives, and a description of how progress will be evaluated. Other specifications are that the people who decide on the plan must include the special teacher who might be working with the child or an appropriate regular teacher, and some representative of the school system itself. This person could be a psychologist, guidance counselor, or principal. The parents, and, if appropriate, the child, are also to be present when the meeting takes place (at least annually). The result is a document called — "The Individual Education Plan." There has been some concern on the part of the school district" that parents will charge, "Well, my child didn't achieve the objective," and school districts would then find themselves in the kind of situation that recently popped up in California and Long Island where various youngsters are suing on the basis of a failure to have profited from instruction.

Teachers have been particularly concerned about the IEP: I had a really rough set of discussions with the people in the NEA and the AFT who felt the IEP might become an accountability instrument to be used against teachers by either the parents or the school district. That would turn the IEP into a powerful contract with the teacher responsible for implementing an IEP for a child who might have been inappropriately placed in the regular classroom.

I think some interesting outcomes of the IEP process will come when people in the local and state education departments spend time thinking creatively about the individual education program not so much as a kind of management instrument, but in terms of how it can be a vehicle for justifying programs, for working out problems between parent, child, school and teacher, and for achieving the long-term objectives of individualized instruction. I think it's really a rich resource. I feel there's a way teachers can use it to protect their rights rather than have their rights diminished. I see it as a way they can go on record as calling for certain services which are not being delivered but which need to be delivered. Teachers have told me time and again, "I know Johnny needs this, but there's no way I can get it for him if the school won't hear it." Well, an IEP planning conference provides a vehicle for the

teacher to raise these issues; the IEP can be an instrument which helps bring about more effective programming rather than backlashing on the teacher. I think that the teacher can use it quite constructively to raise issues in a forum with parents and administrators and have a vehicle for being part of a creative session to delineate what the child needs.

In addressing the issue of proposed amendments to the Act, the Commissioner and I have testified to the Senate that the September 1978 deadline should not be put off. We did not feel that the states should be relieved of this responsibility until the Federal Government paid 40% of the cost because the states already had laws in place. We felt that the Federal Government could make creative contributions to the states' efforts. We felt, in general, that such amendments would be poorly and hurriedly conceived and would create confusion in the state departments of education which were trying to implement the law as structured.

Some questions emerge regarding the overlap between Section 504 of the Rehabilitation Act, which prohibits discrimination, and Public Law 94-142. "Could a state get by, for example, without signing a state plan in making the assurances for the Public Law 94-142?" "Would Section 504 be an easier, more flexible vehicle to allow a state to pursue its own interests?" I recently spent some time talking to attorneys in the Office of Civil Rights to get their feelings as to what possibilities exist. It appears that the issues will be resolved by the challenge of specific situations, but basically there is a great difference between Section 504 and PL 94-142.

Section 504 is an anti-discrimination statute; it doesn't provide any money to the state or to local school district to achieve implementation. It simply says, "You must not discriminate against handicapped people." One of the major areas where it's going to have impact is on higher education. For example, can people who are disabled attend fully this University or other universities? The question is not always "Can they get in every building?" but rather the question is "Are you able to get into any particular program?" Programs can be moved around as well as buildings redesigned. But, the fact is that Section 504 says you must not prohibit people from going to a college of their choice because they happen to be handicapped or prohibit people from taking a course of study of their choice because they happen to be handicapped. Section 504 does not give the University of Vermont a nickel to achieve that purpose! However, neither does it not spell out criteria to be met in specific areas.

We just talked about the IEP. The regulations for Section 504 say that "a handicapped child must have an appropriate special education program," but it doesn't require the IEP to include the specifications detailed in PL 94-142. The basic recognition of PL 94-142 is that the Federal Government has historically traded off additional requirements (specifications) for money. The University doesn't have to apply for funds to revise the education program for teachers. The State of Vermont doesn't have to apply for funds under Education for All Handicapped Act. If it doesn't want to offer the services, it doesn't have to apply for the Federal funds to do it. However, Section 504 states that it is against the law to discriminate against a handicapped child's educational program.

Now the question is, "Well, would it be in the state's interest to not sign a PL 94-142 plan?" That's one of the things a number of states are thinking about. Could they get by with a cheaper or less timely compliance activity if they simply opted out of PL 94-142? I don't feel there is much hope for this approach. In my talks with lawyers, I don't hear any exclusions possible under Section 504 right now. The state must deliver an appropriate educational program for each child. Prevailing practices in the local education agencies will define what is appropriate (through the IEP). It may not be the best education practice in our country, but it will set some standards that will be the subject of communication in court or the subject of analysis by the Federal Government. There will be grey areas all over the country where it will be difficult to say whether a child's program is an acceptable acceptable one. Those issues, I think, will be thrashed out for the most part on the local level. A state which opted out of PL 94-142 would jeopardize its funding under federal grants. This may suggest to a state's citizens that it's fair to short-change them rather than give them the full measure. I assume that if a state opted out of PL 94-142, there would be a sharp increase in the number of parent complaints, and many more students' advocacy issues would be raised. Then the state would be trying to prove its own standards are better than or equal to the Federal ones rather than merely complying with Federal standards. So I just don't think that the Section 504 route is really going to save anybody anything.

There are some things that need to be done if we're going to move forward in the interests of children. I'm going to touch on them lightly. As educators, the divisions of normal or handicapped children and special or regular education have been useful constructs in the past, but they also have had limitations. We need to look at children as being on a continuous rather than discrete continuum of learning and behavioral needs, human needs.

There are attitude problems toward the handicapped people that need to be faced. Those attitude problems are sometimes very subtle. One implication that people make is "Let's retrain the regular classroom teacher. Let's have the regular classroom teacher learn about handicapped kids." This really is a legitimate concern. The regular classroom teacher will have to be more aware of their attitudes and environment in that room as well as conscious of how other children respond to children with disabilities. It's an important issue. But, it is important that we don't overlook the question, "Who is going to teach these teachers?" I'm not confident that we should assume that faculty members in colleges of education are any further along than the teachers in the regular classroom! I'm not sure all the people in special education areas are any further along either! And, I also know of many regular and special classrooms where good things are already being done.

Finally, there's a group of people we have not involved very well in special education itself or education in general, and those are the receiving people, the children. We really haven't talked with them very much. In fact, I've been in meetings recently where we assumed they couldn't be involved because they weren't competent enough. There ought to be some intensive meetings right now with disabled people, parents of disabled people, and with the service providers.

It's going to be increasingly hard to live with a conflict of educational and civil right legislation which calls for a free and appropriate public education because the standards for appropriateness will be determined on the basis of what can be done. Prevailing practices vary from state to state and may be almost a hundred years apart in educational theory/practices. A good friend at the University of Michigan who has become blind as the result of diabetes just succeeded in getting the first local program for blind kids in that state. (All other programs use the resources at the state school.) It's a major victory, which has set the pattern to meet the requirement of PL 94-142 for educating handicapped with non-handicapped children. What is it we should expect that state to do? How fast should we expect them to approach the standards of another state?

That's where we are. I think as educators; we are not really disseminating known researched results. We're not using evaluation tools we know about as well as we should. I've been on more than one campus in which some of the special institutions were developing ways to train teachers which were not being used by the Departments of Special Education on campus. There are gaps in our own efforts as we move forward. It's inevitable! I don't mean to be pointing fingers. I'm just simply saying we've got to remember to look into ourselves, special and regular educators, and examine our own practices and attitudes.

I have a great deal of faith in this public education system. I've seen it work. I saw it work in the example of the mother who demanded and got a change. You wouldn't be here today except for the commitment that society has made and that you have made. It's a time to hang in there. For the next few years, you are going to be faced with people who will resist what we're trying to do. And you may use a variety of arguments against them: rational, irrational, and emotional. I want to be reasonable. I want to be flexible. I don't want to be a fanatic. At the same time, I don't want to walk out on the educational principles imbedded in the law.

We have worked a long time to make sure that others get to this point. We're trying to get society to exercise responsibility for all children. There will be people like the school committee member in the little town in Vermont I visited over the weekend, who said to me "You're going too fast. You're making us fear things. We're not against it but we really don't want to have the Federal Government tell us when we have to do it." This will happen all over the country. We've got to hang in there. We must have a soft answer but not give way. I'm delighted, so far, that the administration has said to Congress, "We recommend you hang in there. Don't walk off this bill." It's true we're going to get some people who will try to make a flexible response. We can, we will, try to accommodate. But we don't want to weaken the principles of the Education for All Handicapped Children Act. We do not want to weaken the implementation of it, and we're going to hang in there. I think we should do this together.

Dean Corrigan mentioned what I think is the core of the conflict we're facing when he said that there's more to man than the physical person. And there's more to education than technical production. There is a spiritual side — a human side and a set of values. That's what we need to hang on to right now. That is what is most meaningful to me. When William Faulkner received the Nobel Prize, he talked of

this broader context, whether the society is destroying itself or whether it is experiencing an evolution of its spiritual side. Faulkner believed that there is an evolution in the spiritual dimension of man that parallels the evolution in physical dimension as well. Faulkner summed it up by saying, "I believe in mankind: we will not only endure, we will prevail."

THE LEGAL MANDATE: DUE PROCESS FOR HANDICAPPED CHILDREN

by
Neil Mickenberg, Project Director
Vermont Developmental Disabilities Advocacy Project
Vermont Legal Aid Society

The rights of children under PL 94-142 are protected in large part through what we commonly refer to as the due process procedures. These are contained in that Act, but, incidently, similar procedures are also contained in PL 93-380.

I think it's pretty clear to all of us that there is going to be a great deal of controversy around PL 94-142. It's inevitable. There are a variety of reasons for this which will no doubt be addressed during this conference. Fortunately, Congress anticipated this and has given us a relatively quick, efficient and easy method to use for resolving these controversies and disagreements. That method is the administrative appeal process, known as the due process procedure. Without this due process procedure, we would be forced to go to the courts every time there was a disagreement over the application or interpretation of PL 94-142. The history of litigation in the area of racial segregation and all the problems associated with litigation should give us cause to think about the due process procedures and should encourage us to make a substantial effort to understand and utilize what is necessary to make these procedures work.

With that in mind, let's examine the nature of the due process procedure and its implications. First of all, the term "due process of law" generally refers to those procedural protections which the government must provide an individual prior to taking planned action which might have adverse effects on the person's rights or property. Historically, due process requires "adequate notice" of the proposed action to the individual who is affected by the plan of action. Such notice is generally required prior to planned action and must be given in a "meaningful" manner. Due process further requires that the individual be given an opportunity to be heard relative to the proposed action.

Now, PL 94-142 has incorporated those constitutional concepts of notice and opportunity to be heard. The Act requires written prior notice to the parent, guardian or surrogate of the child whenever the state or local school district either proposes or refuses to initiate or change the identification, evaluation, or placement. These are three processes aimed at achieving a free appropriate public education as defined by

the individualized educational program. When an action is proposed, the written notice must include its description, the reasons it's being considered for the proposed action, and evaluation steps to be taken. The notice must also describe to the parents their rights to a due process hearing, including the right to appeal any decision to the state or federal court. Once the notice is received (or in fact at any time), the parent, guardian or surrogate parent has the right to make a complaint to the school officials. This need not be a formal, judicial complaint, but it can simply be a handwritten letter to the superintendent of the school saying, "I complain because you put Johnny in a TMR class and he needs to be in an EMR class." This is sufficient under federal law. Parents can make complaints of any kind relating to identification, evaluation, educational placement or provision of a free appropriate public education of their handicapped child.

In Vermont, there are a series of steps which precede the hearing itself. These are conciliation steps, and any state system that omits these prior to the hearing is being very foolish. We have not yet (Summer, 1977) had a due process hearing in the State of Vermont; all the cases which have moved through the due process procedure have been resolved in the conciliation stage. The hearing itself is a very consuming process involving a great deal of energy and work. The conciliation steps can resolve 90% of the disagreements without the necessity of a hearing.

If however, a case must go to a hearing, PL 94-142 defines certain procedures for that hearing. Very briefly, these are that the hearing officer must be neutral, and not an employee of the state or local education agency or of any institution that provides care for a child. The parents, guardian or surrogate parent may have access to all relevant school records. The parent or other representative may obtain an independent educational evaluation of the child. This would be done if the parent disagrees with the school's prior evaluation. This normally can be obtained at the public expense. Of course, the school district can appeal this request for an evaluation at public expense; if it can show that the original evaluation was appropriate, the parent's request for this evaluation at public expense will be denied. The parents can still, however, pay for their own evaluation.

Anyone involved in the hearing has a right to challenge experts, present their own witnesses, cross-examine witnesses and obtain a record of the hearing and any written findings and facts. Any hearing which is conducted by a local school district can be appealed at the state level (e.g., state education agency). Some states, including Minnesota and Vermont, eliminate the hearing at the local level. All hearings are conducted at the state level, and I think there's something to be said for that. There is one additional issue that needs to be mentioned here and that relates to the question of time. The regulations provide that the hearings must normally be completed within 45 days of the receipt of the complaints (unless the parties agree to an extension). I have been involved in a number of these due process hearings and have yet to see any resolved in 45 days. I would be absolutely amazed if the states comply with this requirement.

While the due process procedure is operative, the child remains at his/her current place unless the school officials and the parents agree otherwise. If the child is applying for initial entry into the school, he/she is to be placed in the public school unless

the parents object. Now, there are many ambiguities surrounding this. For example, does the child go into a regular class? Does the child go into an EMR class? The statute and regulations do not spell this out. It is going to be the obligation of each state, through its placement procedure, to come up with answers to some of these technical questions.

Obviously, I have been able only to touch briefly on the major issues surrounding the due process procedure. It is, however, one procedure that can work if the parties involved commit themselves to make it work. Conflicts and differences of opinion will be more likely to be channeled into constructive paths of action.

RESPONDING TO THE LAW

A PROFESSIONAL BECOMES A PARENT: THE OTHER SIDE OF THE COIN

by
Ann Turnbull[3]
Assistant Professor and Director of Mainstreaming
University of North Carolina

I can vividly recall that, three years ago, I was speaking to an inter-agency committee in a nearby community on the topic of deinstitutionalization. At the time, I was a strong advocate for the quick return home of substantial numbers of mentally retarded persons from state institutions. I was interested in developing an educational program tailored to the needs of mentally retarded children and their families during the transition process from the institution to the community. I was in contact with the inter-agency committee to solicit the names of families who might be interested in involvement with such a program. A social worker from a nearby institution attending the interagency meeting reported that a 10-year-old female from the local community had been identified by institutional staff as having high probability for successful deinstitutionalization. Another member of the group stated that this child's parents had no interest in having her at home and that, in fact, they bitterly opposed the idea. At that point, I remarked that it is difficult to understand that kind of parental response. Immediately a mother of a mentally retarded son flew to her feet and began berating me in front of the group. While shaking her finger in my face, she screamed, "Do you know what it is like to live with a mentally retarded child?" I felt both embarrassed and defensive. After trying to explain my comment I responded (probably in somewhat of a self-righteous way), "No, I don't know what it is like. But in two weeks I will begin to find out. My husband and I will be bringing his mentally retarded son home from an institution." She smiled at me as if to say, "Are you ever in for it!" yet my confidence in approaching the new parental roles and responsibilities was unshaken. I had three degrees in special education with an emphasis in mental retardation and several years of teaching experience in public

schools and a residential institution, and was on the university faculty with a joint appointment in a university-affiliated facility and the School of Education. Being with mentally retarded children was a way of life for me. I thought to myself, "Just wait. I will show you that it really is not all that difficult to be a parent."

Jay is now ten years old and has been at home for exactly three years. He was born with a variation of hydrocephaly. At the age of six months, the diagnosis of mental retardation was made with very bleak prospects being given for his future development. Rud, my husband, and his first wife made the decision to place Jay in a residential institution when he was four years old. By the time he had reached the age of seven, Jay had lived at two different schools. When Rud and I first became friends, we often talked about Jay or prepared "care packages" to send him. From the very beginning Jay was very much a part of our relationship. When we decided to get married, I insisted that, of course, we would bring Jay home. Rud was very pleased that our family would be together. So began Jay's deinstitutionalization.

Rud and I took a leisurely trip through New England picking Jay up on our return at his school in Massachusetts. We were very happy to see him and filled with excitement and anticipation as we packed his things in the car. After a tearful goodbye to Sue and Dom D'Antuono, the wonderful people who had cared for Jay, we started the trip back home to North Carolina. We stopped early on the first afternoon at a motel so that we could have a relaxing swim before dinner. As we approached the pool, Jay's temper tantrum started and it did not end for a seeming eternity. He kicked and screamed and cried. Finally, when he calmed down, he got in the pool but would not budge from clenching the railing on the side. A girl much younger than Jay was swimming laps beside him. Her father, who was beaming with pride and clapping at her performance, turned to me and said, "Do you always have this much trouble with him?" I absolutely froze. I could not muster any kind of response. I wanted to shout, "Give me time. I've been his mother for less than a day." I choked my tears back and insisted that we go back to the room. Throughout the remainder of the trip home, the question kept echoing in my mind, "Do you always have this much trouble with him?"

Jay seemed happy with his new home. We spent the first days getting to know the girls next door and shopping for clothes. Jay was naturally very unsure about his new surroundings. He was unable to understand immediately what was happening. He had a new mother, new home and new friends. The only consistent contact in his life was his daddy; and Jay was determined not to let his daddy get out of sight. While on a shopping trip during that first week, Rud went to the bathroom while Jay and I were looking around in a department store. Jay panicked when his daddy left and started flailing around on the floor screaming at the top of his lungs, "Daddy, Daddy, Daddy." It was the heartfelt plea of a child who had been left many times before. I ached for him, yet I ached for myself also when crowds of people started peering at us in my futile attempts to provide any comfort whatsoever. As the screams became louder and the crowds larger, I felt more and more helpless and inept. My image of being a model mother able to handle difficult situations was beginning to crumble.

For one who thought she knew, the last three years have, indeed, been a humbling experience. The 24-hour reality test has standards far higher than any examination I ever took while earning my three degrees. In fact, the three degrees may have been more a hindrance than a help in meeting my new parental responsibilities. I had always been taught to be objective and to consider the facts of a situation. All of a sudden, I had an ache in my heart, a knot in my stomach, and tears welling in my eyes. It did not take long for it to dawn on me that the mother from the inter-agency meeting was right — I was in for a startling experience.

Jay was evaluated at the interdisciplinary clinic where I served as Head of the Special Education Section. Suddenly, I was thrust into the parent role on my own professional territory. As I sat in the observation room watching him take test after test covering a five-hour period, I was shocked at how different it was to observe as a mother rather than as a special educator. Students were also observing in the same room I was in; it was the standard practice at this clinic for students to observe. They were making remarks about his language and motor skills and pointing out his particular deficiencies. I became incensed at how casually they made their comments. One made a comment about some developmental history she had read in the records. The privacy of Jay's past and of family business had been invaded by sheer strangers. Although I had known it was standard practice for students to have access to records, suddenly the issue of confidentiality took on new meaning when it was my family being exposed. When all the evaluations had been completed, several of my professional colleagues at the clinic went over the results with us. These colleagues were sensitive, supportive, and helpful. As I sat there receiving the information, rather than giving it (which was my usual role), I struggled to remain composed and in control. One glaring memory is the folt I felt when Jay's IQ score was reported. It was much lower than previous tests had indicated. I could easily recite all the reasons that IQ tests are poor predictors of the future adjustment and employability of retarded adults; yet I still ached with the reality of Jay's severe handicap. At home that evening Rud and I wept from the tension of the day and our concern for Jay's future. I wondered that evening how many parents had left a conference with me in my role as special educator and experienced the same reactions.

In Jay's first months home, I faced many of the emotional reactions that parents typically encounter immediately after the birth of a handicapped child. Almost all of my friends were professionals whose work related to the developmental problems of children. Many of them reacted to Jay as a patient or client, rather than as a child. I became very angry at their offhand remarks, and as a result some of my closest friendships were abruptly ended. One friend commented, "I've never seen a child with such a big head." Another said, "Doesn't Jay remind you of an autistic child, the way he stares off in space?" How does a new mother respond to such a question? One unfortunate situation happened with one of my best friends who was also a special educator. Jay and I went to see her one Sunday afternoon to take a pie we had made for her to serve to her weekend company. Jay was beginning to feel more secure with me and happened to be in a delightful mood that afternoon. He told my friend and her husband about his school, sang some of his favorite songs, and listed the ingredients we had put into the pie. He laughed and played and enjoyed himself.

I was so proud of him and could hardly wait to share with Rud the wonderful afternoon that we had together. The next day my friend stopped by the office to thank me for the pie. She commented that her husband hardly said anything for the rest of the afternoon and evening after we left because he was so depressed after being with Jay. I was speechless. What did she mean? Jay had behaved perfectly at her house. Why was her husband depressed? I was unable to ask any questions or make any kind of response. She left my office and friendship was over. It seemed so unfair.

Yes, Jay is different. His developmental level is far below his chronological age. Will he spend the rest of his life depressing other people? Will we be able to find friends who can love and respect him for who he is? I was very confused at that point and felt alienated from many of my professional colleagues who were advising me to be objective and to remove myself from the emotion of the situation. In many encounters I was getting the message that they thought I was an obnoxious and hostile parent. I had been on the inside long enough to know what professionals think about parents who refuse their advice. I could remember having those feelings myself about parents. That's what really hurt. I felt both parental anger and sorrow over some of my own professional mistakes in previous interactions with parents.

One of the major hurdles in Jay's home adjustment was eliminating wetting behavior. During Jay's first year at home, he went from being dry during the day to wetting his pants 12 to 15 times per day. He also wet his bed several times during the night. We later found out that his incontinence was caused by medicine he was taking for his eyes but we struggled with the problem for a four-to-five month period before we identified the cause. Every morning I would send eight to ten pairs of jeans and underwear to school with Jay; every afternoon he brought home a huge sack of urine-soaked clothes. Each morning his bedroom smelled of urine. Keeping up with the laundry alone was almost overwhelming. We were charting his wetting accidents at home, as his teachers were doing at school. No consistent pattern emerged. We started a program of taking him to the bathroom every 20-30 minutes, a program that resulted in very little success. He always seemed to wet during the intervals. His pediatrician started giving him kidney and urinary tests to pinpoint whether a medical problem existed. It was through her persistent and committed efforts that the connection between the incontinence and Jay's medications was established. A psychologist was also working with us and Jay's teachers on behavioral approaches. She spent an incredible amount of time reviewing charts and planning reasonable interventions. If all families of handicapped children could be fortunate enough to work with sensitive and competent professionals like Joanna Dalldorf and Carolyn Schroeder, how much easier parenting would be. Joanna and Carolyn worked with us on almost a daily basis through a very difficult period. They were supportive, flexible, and willing to try over and over again when their first efforts were unsuccessful.

We encountered our share of charlatans during that episode. While attending a conference, Rud and I were introduced to a psychologist who told us he was writing a book on managing the behavior of retarded children at home. We asked what suggestions he had for chronic incontinence as we described our problem. He flippantly replied that a problem of that nature could quickly be eliminated by feeding Jay a

couple of sacks of pretzels every day. He explained that the salt would soak up the urine and the wetting would be eliminated. He was completely serious and self-righteously smiled as if he had the answer to all the world's problems. I suggested to him that he should include an obesity program in his book for the retarded children who ate all the pretzels. That type of easy answer to a very complex problem is the type of advice that creates mistrust and alienation between professionals and parents. Parents who spend their money on his book to try to find solutions to their day-to-day problems are headed down one more deadend alley.

Another professional who worked at an institution for retarded individuals also had the solution to the night wetting problem. He recommended that we get up during the night every hour on the hour to see if Jay was wet or dry. If he was wet, he should be made to sit on the toilet and then to walk from his bed to the toilet 20 times. After changing his pajamas and the sheets on his bed, he should be allowed to go back to sleep only to be awakened again at the next hour. I laughed at his recommendation, and he quickly asked me how committed I was to eliminating the problem. The institutional staff, he reported, was willing to follow such a schedule. Among his other problems he was failing to acknowledge that the third shift institutional staff slept during the day. Imagine the havoc and frustration which would be created within a family by following such a regimen. As a professional I had feelings of bitterness that some of my fellow professionals were so insensitive and oblivious to their own lack of competence. The credentials and fancy titles were insufficient in masking the fact that they really did not know what to do; yet few of them were able to say, "I don't know."

Jay has had a profound influence on my professional life. Friends have often commented that Jay is very fortunate to have a mother who is a special educator. Really, it's just as true the other way around. There is no doubt that Jay has taught me far more than I have taught him. Some of the many lessons I have learned from being his mother are summarized below.

1. *Professional behavior must be tempered by humility.* It is impossible to have all the answers in regard to the diagnosis and treatment of problems associated with handicapping conditions. It was shocking and humbling for me to come face-to-face against how much I did not know. I often wondered what my professional colleagues would think of me if I admitted to them that I needed help in solving particular problems. It was important, albeit difficult, for me to learn to acknowledge my weaknesses without apology or shame. Honesty and openness can be the keys to genuine professional behavior. Learning to say "I don't know" can be the beginning point of refining one's skills.

2. *Most formal training programs are extremely limited in preparing professionals to interact meaningfully with parents of retarded children in helping them solve very practical, day-to-day problems.* Living with problems associated with mental retardation has substantially broadened my perspective of issues which must be addressed by professionals in interacting with families. In my formal training (at three different universities), I cannot recall considering issues such as guardianship, helping brothers and sisters of retarded children understand the nature of implications of their siblings' handicap, helping retarded children make friends in their neighborhood and com-

munity, and ways to handle situations in public when strangers stare at and mock a retarded person.

In regard to this last issue, a stranger yelled across a restaurant at my husband and me, "What's wrong with that strange little boy?" When we tried to ignore him, he kept pressing, "I asked you why that little boy looks and acts so strange." Other persons in the restaurant looked back and forth between him and us waiting for a response. My husband told him that nothing was wrong and for him to mind his own business. The stranger replied, "That little boy can't talk for himself. You are an insincere man and you have a strange little boy." The stranger left the restaurant. My husband and I were in a state of shock. Jay was unaware of the nature of the interaction. As we continued to feel the other customers looking at us and at Jay, we got up and left the restaurant. How is the best way for parents to handle that situation? It was hard enough for the three of us to experience that kind of incident on a shared basis; what will happen when Jay encounters that kind of insensitivity when he is alone? How can we prepare him to handle it when we are at a loss in handling it ourselves? I did not realize the extent to which negative attitudes and society's curiosities were directed toward retarded individuals and their families until Jay came into my life. As a teacher trainer, I have substantially reordered priorities in preparing students to work with mentally retarded persons and their families. One project which evolved from the reoriented priorities was carried out in the course, Psychology of Mental Retardation, which I taught to juniors. Rather than having students do the routine term papers or journal abstracts, they were required to develop a one-to-one citizen advocacy relationship with a retarded individual and to keep a diary of their experiences, questions, insights, and concerns. The advocacy relationship was to be like a friendship involving activities such as participating in community recreation opportunities, going shopping, riding public transportation, preparing meals together, listening to music, constructing art projects, providing respite care, or simply visiting with each other. The advocacy projects proved to be a powerful training tool.[5] The students reported learning far more from experiential contacts than from traditional methods of instruction. The firsthand opportunity of getting to know a retarded person and his family as people rather than as students or clients enabled the special education trainees to become aware of some of the complexities of handicapping conditions that are rarely considered in unversity courses.

What goes on in training programs in the name of education is sometimes shocking. It has become very prevalent in special education departments of colleges and universities to offer courses on working with parents. I cringe at the thought of some of the course syllabi I have reviewed. In many of these courses, very limited attention is directed toward helping parents solve the day-to-day problems which almost invariably are encountered; yet weeks are devoted to the psychological insight approach to "parental guilt." Many such courses are a fraud and tend to insure further conflict and unsatisfactory relationships between parents and professionals. Extended practicum with families of handicapped children and the provision of respite care for families should be standard requirements for courses which purport to prepare students for working with parents.

3. *When professionals interact with parents, respect is a necessary ingredient.* For too long, the professional-parent relationship has been characterized by a superiority (professional) — inferiority (parent) interaction. Professionals often have tended to interact with parents based on what they think the parent needs rather than by responding to the needs stated by the parents. Sometimes this situation results from the professional not being willing to take the time to listen actively to what the parent is saying. Some professionals establish the posture of immediately giving advice rather than spending time getting a grasp of the problem. One of the most meaningful interactions I have had as a parent with a professional since Jay has been home was with a psychologist. As I shared some very personal concerns with her related to planning for Jay's future, tears came down her cheeks. We sat in silence for a long time both considering the course of action which would be in Jay's best interest. The silence was beautiful. It confirmed that she was hearing what I saying and was sharing my feelings on the subject. There was no easy answer. An immediate response, telling me not to worry about things, would have insulted my sensibilities. I knew she respected me when she poignantly shared my feelings. The result of that interaction was that my respect for her as a professional grew one hundredfold.

Many offhand comments offer insights into the professional's views of parents. One special educator asked me if I knew of handicapped children she might tutor in the summer who were achieving not more than two years below grade level. She commented that parents of children achieving at a lower level would probably not be interested in paying for tutoring, since they would likely be the type of parents who had spent their lives wishing their problems away. That type of callous generalization indicated that the teacher had limited respect for parents of handicapped children. And she was clearly passing her biases along to anyone who might listen. For a period of time, I was unsure of how to handle this kind of unprofessional behavior of professionals. In some cases, I was so surprised that I found myself at a loss in responding. I have come to the conclusion that an immediate response, asking the professional to clarify and support what they mean, is appropriate. In most cases, I have found that the professional does not really mean what they have said; however, bringing insidious comments about parents to their attention will result in their thinking twice before making such comments in the future.

4. *A parent-professional partnership is essential if handicapped children are to be provided with opportunities to reach their full potential.* Parents cannot assume all the responsibilities alone. After Jay returned home, Rud and I found ourselves consumed with fulfilling advocacy responsibilities which we felt were our duty as parents of a retarded child. We had meetings an average of four or five nights a week. We were actively involved with the Association for Retarded Citizens, group home and sheltered workshop board of directors, day care coalition, a special education task force for the local schools, and a coalition aimed at legislative impact. We were constantly on the go and hardly had any time at all for family relaxation. It occurred to us that we had brought Jay home from the institution only to leave him with a babysitter for an inordinate amount of time while we went out and advocated for him. I could not help but wonder why I saw so few of my professional colleagues

who espoused beliefs in the importance of advocacy during work hours at these evening meetings. Rud and I began to question whether the concept of normalization applies to families of handicapped individuals as well as to handicapped persons themselves. There was nothing normal about our schedules. We were not just consumers, rather we were consumed by the need to establish programs and services for Jay. Once we reached the point of exhaustion and frustration, we realized that family priorities had to take precedence over advocacy needs.

Just as parents cannot meet all the needs of their handicapped child, neither can professionals. Often parents do not do their fair share in helping their child and leave overriding responsibility to the professional. Parents and professionals must work together in mutually defining and sharing roles and responsibilities so that no one becomes overwhelmed with the task to be accomplished.

5. *Too often the need for handicapped children to have personal relationships with individuals outside of the family is overlooked.* In the three years since Jay has been home he has very rarely been invited by other children (handicapped and non-handicapped) to participate in activities. Almost all of his recreational alternatives revolve around family activities or inviting neighborhood friends over to the house to play with him. Parents often need help in knowing how to increase socialization options for their handicapped child who is not automatically accepted by others.

One of the nicest things that has happened to us since Jay's return home has been his relationship with "Grandma Dot," a friend living nearby who "adopted" Jay as her "grandson." She wanted to spend time with children, having no grandchildren of her own, and asked me if she could act as a grandmother to Jay and Amy, our two year old daughter. I was thrilled with the idea. Grandma Dot takes Jay and Amy on outings, makes puppets with them, reads books to them, and has them over to her house to spend the night. It is one of the most enjoyable relationships that Jay has ever had. He loves to be with Grandma Dot and talks about her everyday. Especially since all of our extended family live far away, it has also been very supportive for me to have her close by. I can share my feelings very openly with her and know that she understands. Additionally, it is important for me as a parent to have other persons outside of relatives who love Jay and seek opportunities to be with him. It confirms that Jay is as loveable a person to others, as he is to us. I should add that Grandma Dot is a professional whose career is directed at working with families of handicapped children and training other professionals for such involvement.

In summary, moving from a professional to a parent role has been a sometimes painful and difficult task. It has caused me to engage in tremendous self-examination. Being Jay's mother has also resulted in an extended growth process for me. As much as anything, I have learned how much I do not know. Now, I am ready to learn...

[3] This presentation appears as a chapter in Turnbull, Ann P. and Turnbull, H. R., *Parents Speak Out: Views from the Other Side of the Two-way Mirror.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

[4] A University Affiliated Facility is an interdisciplinary program focusing on training university students in the diagnosis and treatment of developmental disorders and on providing services to handicapped children and their families.

[5] Turnbull, Ann P.: "Citizen Advocacy in Special Education Training." Education and Training of the Mentally Retarded, 1977, 12, 166-169.

TEACHERS AND P.L. 94-142

by
Frederick Andelman
Assistant Director, Massachusetts Teachers Association

PL 94-142 will work for children in classrooms to the extent that it works for their teachers. The promise of the law will not be kept simply because the United States Office of Education, its Bureau for Education of the Handicapped, state and local education agencies, universities, and citizen groups insist that it be done. While each of these groups may contribute to its fulfillment, PL 94-142 will succeed because of what teachers do with their students in classrooms on a day-to-day basis.

Teachers have a number of legitimate problems, concerns and needs which must be addressed if PL 94-142 is to become fully and successfully implemented. One such concern pertains to what teachers perceive as a good law assigning them enormous responsibilities, but little authority and few rights regarding the discharge of these responsibilities. Specifically, they have only the right to participate in the development of I.E.P.'s and in the establishment of a comprehensive plan for personnel development. However, they can obtain other rights from parents or from a local collective bargaining agreement.

Other concerns pertain to the impact that PL 94-142 and similar statutes have on the various roles that teachers play: instructor of students, member of faculty, liaison with parents, employee, and member of teachers' organization. The most obvious and immediate impact of the law is on the instructional role.

Envision the developmental milestones in becoming a teacher such as, (1) deciding to become a teacher; (2) selecting and completing a program of preparation; (3)becoming certified; and (4) seeking and securing employment. The process takes years and is governed largely by decisions based on perceptions of the education profession at given points in time. People who have elected to become regular class teachers have probably done so based on their perception of the professional role of regular class teachers. The same can be said for those who have elected to become special educators. Hundreds of thousands of presently employed teachers, having chosen their fields based on perceptions of the profession as well as preferences for specific specialties, now find themselves caught in a web of uncertainty and ambiguity caused in part by PL 94-142.

The statute has changed the ground rules for teaching. It has produced a new conception of both regular and special educator and a new definition of their interrelationships. Educators are caught up in a revolution regarding basic assumptions about education and the role of the schools that were unchallenged a few short years ago. Teachers need help and support to adjust to such changes. At the same time they are insisting, and rightfully so, that they be fully and not just nominally included in those functions in which PL 94-142 prescribes their involvement: namely, in the development of I.E.P.'s and the design and implementation of training programs. Finally, teachers realize all too well that there is likely to be a discrepancy between the educational promise and the reality of PL 94-142. They are fearful, based on considerable early evidence, that I.E.P.'s will not be fully implemented

because of inadequate funding and the resultant shortfalls in required equipment, materials, supplies, staffing and training. They are anxious to seek remedies which will prevent such failures. Teachers feel isolated and in some instances betrayed by this discrepancy. They want I.E.P.'s to be worth more, as the saying goes, than the paper on which they are printed.

As a member of a faculty, the teacher (regular and special educator alike) is subject to the uncertainty of not knowing who is responsible for a student in a mainstream program. Teachers want to know, and must know, the circumstances under which the building administrator, regular class teacher, special educator, central special education administrator, and child's parents have primary authority. PL 94-142 does not answer these questions, nor can it. For the time being, there are no answers. But, it must be recognized that the law's requirements impose a new set of administrative and bureaucratic requirements on schools which have operated in the past on a different conception of management, control, authority, and instructional responsibility regarding the relationships between regular and special education.

There are also questions of the impact of certain quasi-administrative roles played by special educators on the relationship between regular and special educator as well as the distinction between trainer and trainee in special education inservice programs where the special educator is usually the trainer and the regular educator the trainee. Each of these factors conspires to raise questions about the authority structure pertaining to mainstream programs and to polarize relationships between regular and special educator at a time when cooperation and harmony are needed in education as they never have been before.

Teachers normally play the role of liaison with parents for a variety of school related matters. This relationship becomes formalized through PL 94-142 when the parent signs an I.E.P. which binds the teacher to provide certain services to the student and establishes a formal, legal framework within which parents and teachers will consult on, monitor, change, and/or resolve differences with respect to a given I.E.P. The shared interests of both parents and teachers are often polarized by PL 94-142's procedural due process system which assumes and virtually invites adversarial relationships to develop between parents and schools. On the other hand, such a system is essential to protect the rights of children and that is the bind. Because there are no precedents, little experience in the areas of program consultation and negotiation between schools and parents, and few effective methods for handling parental complaints in open and helpful ways, teachers are often caught in a web of conflicts between the demands of their employers and those of the parents. It is not uncommon, therefore, for teachers to experience pressures from school boards or administrators with regard to evaluation, retention, promotion or tenure and at the same time, from parents with regard to polarization and possible law suits. These teachers must try to negotiate between the demands of both parties and pursue a course of action they believe to be in the best interest of the child.

Finally, as an employee, the teacher is probably a member of a teacher organization working under a collective bargaining agreement. The impact of PL 94-142 on teachers' working conditions is well known. It will take years of adjustment through the collective bargaining process to achieve a reconciliation between the legitimate

demands of the statute and the equally legitimate negotiated agreements which specify hours, wages and working conditions for teachers and which are based on a much narrower concept of the teaching role than that required by PL 94-142. Some of the issues presently being negotiated which lead directly from the requirements of PL 94-142 are staff development and inservice education, adjustments in class size and teaching loads for regular, special and support personnel, adequacy of special and support service staffing levels, proper teaching assignments based upon certification, role definition of special education paraprofessionals and aides, and many issues pertaining to professional liability and accountability.

The problems teachers face with regard to PL 94-142 often have the basis of remedy in federal regulations. But, as a practical matter, neither federal nor state education agencies are likely to intervene on a compliance problem faced by an individual teacher, such as the failure of the school district to fully implement an I.E.P. as approved by the parent. Other than counseling parents to exercise their rights, the only remedies directly available to teachers are those connected with either their own state's B.E.H. approved annual program plan, or more immediately, those connected with their collective bargaining agreement. The issue of remedy, however, is related to the much larger issue of a general system of accountability required if PL 94-142 is to realize its full potential. While the immediate success of the law rests upon talented and committed teachers working with children in classrooms, this will not be possible to achieve unless:

- — building administrators facilitate the implementation of PL 94-142 with clear and decisive procedures;
- — higher education personnel provide training and helpful support and consultation;
- — LEA administrators are responsive to the real and legitimate needs of their staffs;
- — school board members and state and national legislators are willing to appropriate the additional funds required for successful implementation;
- — state and federal education agencies have adequate and helpful monitoring and technical assistance capabilities.

Finally, assorted higher powers and deities should be asked to be generous and endow all of their humble servants with love and lots of luck. In the meantime, the National Education Association has adopted a resolution which establishes a platform for national, state and local efforts for teachers as they seek to implement PL 94-142.

The National Education Association supports a free appropriate public education for all handicapped students in a least restrictive environment which is determined by maximum teacher involvement. However, the Association recognizes that to implement PL 94-142 effectively:

- — a favorable learning experience must be created both for handicapped and non- handicapped students;
- — regular and special education teachers and administrators must share equally in planning and implementation for the disabled;

— all staff must be adequately prepared for their roles through inservice training and retraining;
— all students must be adequately prepared for the program;
— the appropriateness of educational methods, materials, and supportive services must be determined in cooperation with classroom teachers;
— the classroom teacher(s) should have an appeal procedure regarding the implementation of the program, especially in terms of student placement;
— modifications should be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of the program;
— there must be a systematic evaluation and reporting of program developments using a plan which recognizes individual differences;
— adequate funding must be provided and then used exclusively for this program;
— the classroom teacher(s) must have a major role in determining individual educational programs and should become members of school assessment teams;
— adequate released time must be made available for teachers so that they can carry out the increased demands upon them;
— staff must not be reduced;
— additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored;
— communication must be maintained among all involved parties.

Teachers want PL 94-142 to work. But they know from experience that underfunded education mandates in and of themselves are inadequate guarantors of the services and programs they bring into being. PL 94-142 is a good idea and a good law. We owe it to teachers and students to see that it is implemented in keeping with its philosophy and legislative intent and not transformed into a bureaucratic expedient. Most important, we must insure that it is implemented properly and lovingly in the nation's classrooms where its challenge will be met and its promise kept.

CREATING DELIVERY SYSTEMS FOR TRAINING

by
William L. Smith
Director, Teacher Corps

As a practitioner, my basic orientation is that of working with organizations. From the study of organizations and from my own experience, it becomes more and more apparent to me that intervention in the system takes place in one of three ways. It occurs through Technology, Structure and Organization, and interestingly enough, People. In many, if not most instances, actual situations will involve each of the strategies at some point. None of these three intervention strategies inherently possesses more power than the others.

Teachers want PL 94-142 to work. But they know from experience that underfunded education mandates in and of themselves are inadequate guarantors of the services and programs they bring into being. PL 94-142 is a good idea and a good law. We owe it to teachers and students to see that it is implemented in keeping with its philosophy and legislative intent and not transformed into a bureaucratic expedient. Most important, we must insure that it is implemented properly and lovingly in the nation's classrooms where its challenge will be met and its promise kept.

In education, federal policy provides options which may allow for resources to be utilized for any one of the strategies, but since 80 to 90 percent of the resources in education are already involved or apportioned for people, it becomes quite apparent where the emphasis will and should be placed.

To intervene with people requires knowing something about tolerance and appropriateness. For example, the two best means to move teachers in a nonthreatening way are through curriculum development and training. If people know why they are to do something, what they are to do, and what they will need to get it done, they will move, change, or improve. It's a matter of attitude and confidence.

In the context of PL 94-142, it appears that Congress has legislated an extensive mandate that encompasses all three intervention strategies at the same time. The questions before us seem to be: (1) Can we deal with all three strategies simultaneously? (2) Do we have a history or precedent to draw upon to meet this situation? In both cases, the answers seem to be "no." What then can be said about the prevailing attitudes and confidence of the education profession to implement such a far reaching piece of legislation and, more importantly, what practical steps can we take to ensure that there is "free appropriate public education for all."

The history of American education indicates great disparity in the means used to of using BEH funds for anyone or anything outside of that community. In fact, in light of the nature of public policy, court litigation and political pressure, I'm not sure where members of the special education community sit today. This is not to imply a criticism, but rather to sharpen the debate. It does imply a caution that we shall the debate. It does not achieve success in this venture if we expect to be all things to all people, for then we have the prospect of being nothing to no one.

I agree with Ed Martin's assertion that we have not used all of the research available to us, nor all of the resources that can be applied. Perhaps our recent history of isolating the handicapped, combined with the elitism exhibited by regular classroom teachers, contributed to our failure to utilize existing knowledge, practices and products. You will recall the time when children with special needs were isolated. Even worse, the teachers and administrators of these children also felt and acted as if they were isolated. Many people viewed this behavior as a protective device against the regular educator's elitist attitude that working with "normal" children was the only true business of public education. As a result, special educators remained isolated while the regular educator remained aloof and unknowing. In that isolation, the research in special education continued to flourish but only for a selec-

tive audience of educators dedicated to the cause. The irony of this behavior by the two groups of educators was that neither knew what the other was doing because neither group cared to share. Worse than that, the reinvention of the wheel occurred time and again.

Today, as PL 94-142 forces a re-examination of the state of art in education, I hope that we no longer continue to reinvent the wheel at the local, state, or federal levels. The new law forces new relationships for both special and regular educators; these relationships require concession, resource reallocation and, more importantly, collaboration.

It is the latter point, collaboration, that I wish for you to consider with me, because it has proved and will continue to prove to be the most difficult process to achieve. First, there are new factors in the education enterprise which must be considered: parents and citizens with the courts behind them, teachers with newly demonstrated power in decision-making, state education agencies with newly found regulatory power, schools with financial crises, and universities with declining enrollment in undergraduate teacher education. All of these parties, whether we like it or not, will play a major role in negotiating education policy and that negotiation will be carried out in the context of power. The new law will force collaboration or coordination, depending upon the degree of equalization of power. Either way, it will involve educators in something that we have historically avoided; this, of course, is the political process. We will be forced to face up to the reality that we cannot solve political problems with political means. Having done this, we then can define and develop educational solutions for educational problems.

This is very difficult for many of us who have been in the business of education for a good while and have not had to deal with the politics of education. PL 94-142 will change that very quickly. The tragedy I see is that special and regular educators are beginning to panic at this prospect and may be reinventing wheels that are already rolling.

It's time for the special educators and regular educators to come together to deal with both their pedagogical and political differences. They must do this before other actors join the fray and complicate the process even more. In the last 10 or 15 years we have learned a lot that needs to be shared and used to deliver better educational services. For example, the special education community has had more experience and knowledge about (1) diagnostic and prescriptive techniques based on small group work, (2) the use of technology as a resource tool in the teaching-learning process, and (3) teacher attitude and behavior development in a sensitive and delicate setting. This knowledge base must be shared with the regular education community.

At the same time, the regular education community has developed models and strategies to be used in pre-service and in-service education. We know that pre-service and in-service education must be integrated from its inception if we expect to create a personnel development system that fosters lifelong or recurrent education for

the education profession. We know that a single school rather than the single classroom or a group of kids and a teacher is the smallest unit of change. We know that a trainer from the school setting delivering the training in the setting has more credibility and potential for commitment in that setting. Temporary systems have merit but, for lasting commitment, all of the people in the organization must be part of the training process. Without this, there is greater likelihood of failure and alienation. We know there is a need to develop win-win situations as opposed to win-lose or we-they situations, and while this is difficult to achieve, it's the only way children will ultimately benefit. We know that the most productive in-service education in a school is that which has grown out of the assessed needs of teachers who have examined the needs of their specific group of children in their specific school setting. Finally, we know that the limited semester or quarter hours available to undergraduate teacher educators, after the liberal arts or subject specialty requirements have been met, are not and will not be enough to induct new and dedicated young people into a quality profession. Many of our schools and colleges of education have argued this case for years but have been caught in internal politics as they struggle to survive. Yet, to begin moving to new activities along the preservice/in-service continuum (such as establishing new field and community based instructional settings)requires different and often more resource allocation.

These are the things we know or have learned that need to be shared, explored and utilized. Until we know what is available and are not afraid to use it, regardless of its source of development, we are not going to be able to serve all children effectively. For example, we now realize that what was once considered a problem unique to a specific geographical area (urban, suburban, or rural) is, in fact, common to some degree and kind in all areas.

Furthermore, the Teacher Corps legislative mandate (which focused on expanding educational opportunities of children in schools with a high concentration of low-income families) caused us to draw upon special education. Teachers, especially in urban areas, could not distinguish between children with learning problems and children with behavioral problems. Teachers were frustrated and children were frustrated. We went to Jack Cawley at the University of Connecticut, Phil Mann and Rosemary McClung at the University of Miami, and Maynard Reynolds at the University of Minnesota to help our teachers and interns in Teacher Corps projects identify the needs of children in regular classrooms, diagnose those needs, and prescribe and deliver learning activities to meet the needs. As a result of this effort. teachers developed more confidence, skills and techniques to work with all their children.

We found ways to bring special education staff in higher education together with regular educators to design teacher training programs that enabled every Teacher Corps intern and all teachers in their schools to become knowledgeable about and sensitive to the unique needs of children with learning and behavioral problems in the regular class room. This was long before PL 94-142 became law. It was a long and time consuming process, but I think I can safely say that every Teacher Corps

project now has an exceptional child component collaboratively designed as a major and natural part of its program. We have also begun to see the value of using special education knowledge and skills in our youth advocacy programs which focus upon delinquent and troubled youth in schools and correctional institutions. In addition, we have seen the value of using special education knowledge and skills in our multicultural and multi-ethnic components in our Teacher Corps projects.

It has proved the most humanistic process available. What has been the most startling revelation is the logic that underlies our program. We found using special education knowledge, skills and behaviors starts most teachers looking at kids as individuals with individual needs; and, soon thereafter, they don't see sex, they don't see race, they don't see ethnicity or handicaps as barriers to learning. Even for those remaining teachers who continue to see these characteristics as barriers, the effect is lesser in kind and degree.

Finally, we found that when the community and parents are involved in the planning and have access to information from the earliest moment, they become our strongest supporters. Very often, they become advocates for what educators are trying to do because they then know the teachers are using the best techniques available. The more support teachers receive, the more confident they are about themselves, about the materials they use, and about the children they serve.

We should not be afraid to face the consequences of PL 94-142. I predict it will be the beginning of a whole new way of delivering education services. We are just preparing the groundwork for a comprehensive human service delivery system that will include state governments, and health and social service agencies as additional actors.

The challenge to those of us here in Vermont is — will we step aboard?

VERMONT'S COMMITMENT*

by
Richard A. Snelling
Governor, State of Vermont

As a public servant, it pleases me more than I can tell you to know that there are people who really do pay attention to what people say they will do and who have the time — take the time — and effort to follow up afterwards to find out what they do. I feel that if we did more of this in our society, we would make all of our public servants more responsible and more accountable. So, I want to thank you very much.

A year ago it was clear that one of the more pressing issues that would come before the state to be considered for appropriations was the need for Vermont to increase its educational commitment to our special citizens in keeping with the mandate of Public Law 94-142. Vermont's record in this area had already been marked by substantial achievement, in my opinion. The financial commitment to meeting these needs had risen from barely a trickle in 1972 — such a short time ago — to approximately $4.5 million in fiscal year 1977. The original Ten Year Plan† had proven itself to be both wise and productive. But the need for additional funding was also clear. Even apart from financial demands of the federal mandate, a five year review of the Ten Year Plan had concluded that additional funds would be necessary. It also became clear, thank goodness, that Vermont would be in the happy financial situation of being able to fund an even greater portion of these special education needs as they emerged.

I'd like to say, as an aside, that the funding of a particular program should not be taken by those most directly concerned as something that springs without sacrifice to other areas. When the allocation of resources is made in our society, if you accept the doctrine of limited resources — and I don't see how any of us can really deny the doctrine of limited resources — then, when any goal is accorded funding considered by those most concerned in that area as adequate, you also have to assume that some other goal has probably not received funding that its advocates would consider adequate. So, I just want to take a little note of the sacrifice, even in good times, of other goals that go along with decisions to make priorities that's what priorities are all about. Think a little bit about our commitment to vocational education, higher education, or state aid to education as we reflect on what we've been able to do in special education. Those of you paying particular attention to one need (such as special education) should not feel guilty in any way, shape or form about the adequacy or opportunities for funding in those other areas. I hope you will be talking about some of those other areas on future occasions because they are all part of the total picture.

In the course of the two fiscal years for which I have been responsible, I am pleased to report that budget recommendations have been adopted by this legislature that will more than double the commitment to special education. In future years, I see additional increments, but I also hope substantial federal assistance will be com-

ing along so that we may look forward to realizing the noble goals of the original Ten Year Plan.

None of this is, of course, a promise; it depends upon reasonable assurance that our prosperity will continue in both the state and the nation. Our commitments to even the most worthy and needy of goals, the most valid and valuable of goals, must reflect our ability to pay for them. However, so long as the resources are available, I am convinced that Vermont, its people, its legislature, and certainly the governor's office will continue to allocate a significant amount to special education.

I'd like to urge one note of caution; as supporters of special education and the goals of the Ten Year Plan, I think it is now increasingly important that, as resources are made available, we all be determined to make sure that those resources are used wisely. I can think of nothing more harmful to the orderly development of a complete system of special education than failure of our management through the Department of Education, local and regional school districts, or anywhere else to use every dollar that has been allocated for these purposes wisely and carefully. I think, I hope, and I pray that the time of hard fights for funding is in the past. I am convinced that now the most difficult task before you as citizens and before me as governor and chief administrator of the executive branch is to see to it that money earmarked for education of special children be used well and efficiently to improve the ability of Vermont's special children and others to prosper and develop their abilities to the fullest. I believe that the system of special education will have to come to terms and define more clearly the distinction between what is truly education and what is support or maintenance. I must ask your help in accomplishing this task in the years ahead. We must now set specific goals which are attainable, reach them, and then devote resources to other children who have other goals which must also be achieved. That's in the nature of the aspirations of civilization.

We cannot be placed in the position which permits us to define education so broadly as to include unending expenditures with everdecreasing returns in the form of educational progress. Education is not support; it is not providing maintenance; it is not the substitution of teachers for parents nor institutions or group homes for parent responsibilities. Such services are desirable and often necessary and, in some instances, indispensible, but they are not education.

We need to have partnership among the parents, those most directly and immediately concerned, neighbors, community, schools and the Agency of Human Services. I am convinced that if we permit educators to become social workers, providing merely supportive services and relief for educational institutions and parents, we could end up with neither good social work or supportive services nor good education of our special children. Rather, the educators must be accountable for the time and money spent in achieving a goal which is clearly an educational one. Those who are responsible for parts of the task, must find the best, most rational way of bringing together those talents and those responsibilities to enable the child or adult to achieve maximum self-reliance.

I am, frankly, not so convinced that the educators have resolved successfully all the issues which must be addressed in the specialized field of education and I am not

so convinced that they may be permitted or encouraged to enter the fields of support and maintenance associated with the human services delivery for which they are frequently neither trained nor accountable. The proper agency for the delivery of support, maintenance, and assistance, in short, human services, is the Agency of Human Services and not the Education Department.

I am happy to report to you that the Agency of Human Services is in the midst, right now, of what can only be characterized as a fundamental reappraisal of its delivery of youth services in the State of Vermont. It is increasingly clear that it makes little if any sense for the type of service and support a child receives to be determined by the particular agency in which he happens to become a client, e.g., the Mental Health Department or the Social and Rehabilitation Services Department or the Department of Corrections or any other agency of state government. Thus, there is a great need for a coordinated effort to define the goals for a child entering any department within the purview of the State of Vermont and to deliver our resources to the benefit of such young people in a way which will ensure the maximum possibility that that person, upon leaving the care of the agency or department, will have met the goals for him or her which were set forth at the beginning. These goals must include those of independence, the maximum possible independence, and of the ability to re-enter the community of Vermont as the most productive citizen that a person can possibly become.

I know that you have confidence in the ability of Sister Elizabeth as Secretary of the Agency of Human Services, and Hugh McKenzie, Deputy Secretary of that Agency, to bring about thoughtfully such a fundamental change in the State's approach to delivery of youth services, including the careful development of community and group homes, projects for disturbed young people, and programs which will serve the small numbers of Vermont's youth who are in need of strict supervision and require security, so that each is a part of the whole. Only if such programs are part of an overall continuum of services will we be assured that we will obtain efficiently or, if you prefer, effectively, the maximum number of successes possible and will reduce the failures by being able to move children from program to program as the needs of the child dictate and in accordance with a plan individually tailored for each child. To undertake such a fundamental reorganization of youth services, Secretary Candon will need strong support from all sectors of Vermont society concerned with children. To the best of my ability I have given her full support and will continue to work with her on this important task. However, I know full well that there is a source of support which is more important to her in the long run than anything that can come from the Office of the Governor; that is the support that she can receive from those who are directly involved and working hard on the day-by-day basis in programs that bring them into contact with youth and give them some understanding of the range of capacities we must develop within state government to meet these challenges. Certainly, you must continue to question all programs and to ensure, through questioning, that each is initiated wisely and continues to operate well. Mere neutrality will not provide the kind of support necessary to carry into effect the changes we are seeking.

We are all aware of examples of group homes being rejected by citizens who do

not wish to provide a facility within their community which will respond to the needs of their own youth. The current discussions with regard to the possibility of the creation of a Job Corps Center at the Weeks School in Vergennes have raised important questions, for example, concerning the operations of Job Corps, its appropriateness for our state, and the impact it might have on the City of Vergennes. Here again, it will be easier for all to raise questions than it will be to offer solutions. Those who wish to place the Job Corps Center in our state must be responsible and provide wise and thoughtful answers to questions as they are raised. Once the questions are raised, and answers provided, we must no longer weigh the new proposal against an ideal. Instead, we must weigh its problems and risks against those of the current system.

After reflection, if you support a proposal, it is important that you voice that support because it will be needed. It can be assumed that those who contend that a particular proposal would not improve the services offered to you will certainly make their views known. In the areas important to Vermont, such as youth services, it is crucial that those who view with favor the actions which are contemplated make their views known to their friends, their neighbors, their legislators, and the general public. I urgently solicit your support for the activities of the Agency of Human Services in developing a comprehensive program which will meet the future needs of youth in Vermont in an intelligent fashion.

I have already commented on the importance of making a careful distinction between the delivery of education and the delivery of social services through the state's special education programs. The reorganization of youth services within the Agency of Human Services is a complementary undertaking to the special education task. I think it's equally important, however, that we reassess exactly what the fundamental goals of public education are as a part of the overall process that we're talking about. As I said in my State of the State Message in another forum, it is simply not clear that we are unified in our views of what the goals of education ought to be. How can we possibly be unified with respect to our society's most broadly stated educational goals? Public education has not been the subject to a thoughtful reassessment, on a statewide basis at any time — not in my lifetime, not in the lifetime of democracy. True, diligent, thoughtful educators are constantly reassessing their own practices and trying to adopt new and more successful programs to educate our children. To some extent, the resulting fads and changes in curriculum and techniques are viewed by the public with suspicion or sometimes outright anger. We are currently viewing the unhappy results of such disorganized efforts, however well motivated or successful.

I have proposed and asked the legislature to support the creation of a commission on public education for the sole purpose of going to all the levels of our society to redefine the goals of education. I hope that it will never be a hackneyed phrase for a Vermont governor to suggest that we go to the people in defining the goals of our society. It is only after society as a whole has defined the goals for any system that we can call upon the experts — in this case, the educators — to design a system which has any hope of achieving the goals.

Of equal importance, I think we must hold educators accountable for their success or failure in obtaining the goals which are set. The first step in this process is to set those goals and to outline the objectives; and it is for this purpose that I propose that there be a commission on public education to report back to the public and the Vermont legislature in 1979.

We are clearly in a time of great excitement for the State of Vermont on many fronts. For a Vermonter of the future we are looking at the problems of youth, how the State of Vermont deals with youth, and at the alternatives and opportunities for youth. I would like to ask you to share some hopes and some dreams.

Adequate funding and proper management of special education programs is essential but it's really only a part of what we have to do. I think it's the easiest part. There are all too many people who feel that the tough part of the task, of any social task, is getting the funding. Unfortunately, there are many friends of every social program around at the time when funding is sought; then, when adequate funding, or something that somebody thinks is adequate funding is available, some of these friends go off to other quests, to other noble pursuits and other future glories. But, the real task only begins when the funding is available. Only then do we really rest the assumptions that have been made about how we are going to convert dollars into success with human beings. That's the stage we're at right now in special education. We have never had adequate funding and, I say to you, I don't think we ever will have really adequate funding. No amount will be adequate. All we have done is to achieve a benchmark, a preconceived goal, and now the task is to see if we can convert those dollars into successes with thousands and thousands of children. This tests our nerve, tests our ability, tests our professionalism, and tests our determination: it puts us against a new set of goals which are certainly tougher to be measured against.

A complete reassessment and redirection of the delivery of youth services within the Agency of Human Services is essential, but it too is only a part. The creation and successful conclusion of a commission on public education is essential but only a part. Any one of these proposals which is in itself a momentous undertaking of significant potential benefit to our children and to our very future as a viable society, nevertheless depends on all the others to be successful.

In choosing to pursue all these goals in what I expect to be a relatively short period of time of service to the State of Vermont, I realize that I have chosen an enormous task for myself and all those dedicated and hard-working employees of the state agencies involved. But, the difference between a task being too big for anyone to take on and a task which can be achieved is, of course, the number of people who take the task on for themselves, how widely it is shared, how universal are its goals, and how general is its support. So, I hope very much that you will share some of these visions which must be viewed as a part of an important whole. I hope that people such as yourselves will look back on these years as years of renewal and dedication when old goals were achieved, new goals sought and found, and new directions chosen. If you share this vision, then we can all join together to work with the process as citizens, as members of this group and, of course, as parents. I think the State of Vermont must have your support. Without that support, without your

organization's support, the State will not be successful and we will fail our children. If we fail our children, who can deny that we will fail Vermont? If we fail Vermont, isn't it obvious, we will have failed ourselves.

[6] Based on the text of an address to the Vermont Coalition for the Handicapped, February 15, 1978.
[7] Editor's note: In 1972, Jean Garvin, Director, Division of Special Educational and Pupil Personnel Services of the Vermont State Department of Education, projected the personnel training state costs and service expansions which would be required to provide special services for all of Vermont's children with special needs.

LEARNING SKILLS, ENHANCING STRENGTHS, APPRECIATING DIFFERENCES

SHARING AND LEARNING NEW SKILLS AND ATTITUDES

by
Connie Leean and Jody Witham
University of Vermont
College of Education and Social Services

Panel discussions and workshop sessions during the week-long "Summer Institute on Free Appropriate Public Education for All" were designed to promote an understanding of the implications of PL 94-142 for all people who are concerned about children. Participants joined with teachers, counselors, legislators, human service people, higher education teachers and deans, administrators and others in exploring the implications of the law for public education and developing plans for implementing it.

The guest lecturers and workshop leaders presented a variety of points of view and challenged the participants to explore the following questions:

— What are the main issues surrounding "mainstreaming?"
— How does deinstitutionalization relate to "mainstreaming?"
— What are the rights and responsibilities of teachers?
— What are the implications of legislation for the state as legal guardians for many handicapped children?
— What are the school board's responsibilities in providing new resources?
— How will adequate training for all people involved take place?
— How will regular teachers and special educators work together?
— How does a handicap affect a child's ability to learn?
— What effects will the law have on children presently enrolled in school?
— How does one develop IEP's for each handicapped child?

— What are attitudes and stereotypes that limit "mainstreaming?"
— How does the "continuum of services" operate?
— What is the most conducive social climate for integrating children with special needs into regular classrooms?
— What does classroom research say about "least restrictive environment?"
— What modes of evaluation are needed?

Following the large group, lectures and discussions a variety of workshop sessions for specific interest groups were provided. These focused on such issues as: deinstitutionalization, developing IEP's, exploring creative potential, changing attitudes, the role of allied health services, professionals in mainstreaming, identification of the gifted and their potential, developmental disabilities, rights of teachers and parents, hazards of standardized testing, and adaptive physical education. These topics were organized around five major themes to provide a focus for the various activities offered by professionals, practitioners and the consumers who came from a wide variety of fields including teaching, research, special education, counseling, human services, administration, and corrections.

The first day's theme focused on the content and implications of the new public law from the perspective of legislation and several policymaking bureaus within the United States Office of Education.

The second day's theme of developing delivery and training systems focused on the challenge to higher education and schools: the need for relevant and effective in-service education and delivery of services. As increasing numbers of handicapped children and troubled youth become enrolled in the mainstream of public education, the need for inservice to help professionals deal effectively with exceptional children will obviously increase. A variety of approaches to delivering and inservice were shared, as well as problems and issues associated with school, higher education, and community relationships.

The dual issues of teachers' and children's rights were the focus of the third day's skills sessions. In addition to a stimulating lecture-presentation of teachers' and children's rights by Andleman and Mickenberg, conference participants attended a panel discussion on the Individual Education Plan and other skills sessions.

On the fourth day, specific skills sessions focused on how to ensure positive environment to promote the social acceptance and academic achievement of all children. These sessions focused on the broad area of social climate for children in school and community. Methods of observing and facilitating change were also explored in areas such as moral development, labeling and stereotyping, cooperative learning and affective education.

The final day was devoted to two broad issues. First, an overview of the implications of certain types of handicapping conditions found in both the classroom and society was presented. Several people with different physical handicaps discussed their feeling and perceptions with the participants. An effort was made to give specific information regarding the handicap in the hopes of diminishing people's anxieties. Common misconceptions about limitations were discussed and potential detriments of labeling were addressed. Second, the roles played by both research and evaluation in the mainstreaming process were examined. Several people involved in

research or evaluation presented their findings in the area of mainstreaming. They disseminated specific research or evaluation models and offered designs for higher education, on-site teacher training and inservice programs. An effort was made to heighten people's awareness of the difference between research and evaluation as well as the values of both.

Because PL 94-142 requires that an individual educational plan (IEP) be written for each child eligible for special education services, a panel discussed specific components: staffing processes to generate and evaluate programs, administration and scheduling implications, parent involvement, and expected impacts. Each member of the panel shared insights from his/her unique set of experiences. Jean Garvin, the director of the Special Education and Pupil Personnel Services for the State of Vermont, introduced the topic by suggesting that the IEP must be more than a product. It must also be sensitive to a process of communication among many people who have not necessarily interacted together before. Pat Zyber, a speech pathologist and administrator of special programs in a local school district, presented procedures used to develop effective IEP's. Bonnie Strickland, a teacher trainer at the University of North Carolina at Chapel Hill, described the purposes and role of parent involvement and the responsibilities shared by general and special educators. Phil Mann, director of a large scale technical assistance center for special education training systems, discussed possible training and evaluation implications. Questions and creative solutions to insure that individual educational programs benefit children were the subjects of the ensuing discussions. The major focus of the subsequent workshop sessions was on how to generate an individualized educational plan, how to participate in an interdisciplinary team, how to involve parents in the planning process, and how to teach teachers to write individual educational plans. Experienced general and special educators acted as leaders for sessions ranging from preschool to secondary schools and covering a wide variety of exceptionalities (e.g., severely/profoundly handicapped, speech or hearing impaired, learning disabled).

A panel presentation the the "Social Climate" theme was specifically designed to provide a pause from deliberations on legal aspects, issues and instructional implications of mainstreaming in order to focus on environmental, moral and affective dimensions of PL 94-142. A panel presentation by six people and a reactant began the day, followed by several small group workshop sessions which ranged from labeling to cooperative learning groups to a consideration of cosmic consciousness.

The question that Ann Turnbull raised in the Parent Advocacy Group, "What about the human dimension in all this?" was expanded to questions concerning the values, beliefs, and dreams of parents, concerned educators, and lawyers. These questions are not soft or easy ones, but the blood and guts of it all; they focus on the fiber of our personhood which either resonates with pleas for human rights and equal opportunity or shrivels in a cold wind of complacency or unconcern. Issues related to social climate must include a rigorous probing of questions such as:

1. Where is the most conducive environment within which each child can learn? Only classrooms? Only regular classrooms? How about the community?
2. Will individualizing instruction become the new "regularity" that inhibits explorative and cooperative learning styles?

3. What is the potential for all children, no matter what handicaps, to transcend their disability and display new energies in intuitive, loving, sharing, and healing areas of life?
4. Will "mainstreaming" lead us further down the road to sorting procedures and social stratification patterns in schooling practices?

These questions need to be asked, clarified, and critiqued in order to inform and direct more technical tasks in mainstreaming.

Panel presentations began with David Shiman (College of Education and Social Services, UVM) critiquing mainstreaming from the perspective of a social scientist. He felt that a major goal of PL 94-142 was to individualize programs to meet the learning needs of all children. While this is a valuable goal and needs to be pursued especially for children with learning problems, Dr. Shiman had some misgivings about how it would be implemented. He projected the possibility of the present flush of interest fading with the emergence of several problems: (1) IEP's might become another institutionalized record-keeping ritual in highly bureaucratized school settings, (2) educationally ambitious parents of non-handicapped students might demand equal attention and more control of the decision-making process, and (3) children from low socio-economic groups might be neglected.

Mary Belenky (Goddard College) related the topic of moral development to the issue of social climate. Her concern centered around the moral development of adolescents, especially those labeled "troubled youth." In her research, she has identified characteristics of troubled youth and environments which interact with their moral development. For example, they seem to have a limited sense of time and the future and thus don't respond readily to delayed gratification measures. Therefore, their achievement in school should bring immediate payoffs. They also tend to form their own sub-group within a school or community and comply with established group norms rather than norms of the larger community. This makes it difficult to reorganize group structures within a classroom, e.g., organizing cooperative learning groups with stratification of achievers and non-achievers. There is also the problem of helping troubled adolescents move beyond the moral stages of conformity to group norms toward more reflective and independent moral decisions. One bright note in Ms. Belenky's research was her finding that most troubled adolescents have a great desire to work with people in helping situations. More could be done with this altruistic need by teachers and human service people.

Herb Reith (Child Demonstration Center at Indiana University) examined some aspects of classroom environment related to mainstreaming. He felt that it is important to look broadly at social climate and identify the different patterns and clusters in children's behaviors. After these are identified one can examine the environment and structure of the classroom as it impinges on the child's behavior. More effort needs to be placed in the areas of training teachers in modeling positive behavior and of helping parents establish cooperative planning patterns at home.

Cynthia Gilles (Project RETOOL, Massachusetts Department of Education) discussed people's attitudes and feelings toward those who are different. Referring to three kinds of classroom integration (temporal, instructional and social), she felt that social integration was perhaps the most critical for special needs children. She

discussed the problem of overprotective parents who may feel incompetent. She also addressed the need to change classroom environments in many ways besides only bringing handicapped children into contact with regular children. Another topic discussed was the political dimension of program development where it often looks like availability of money precedes attention to a problem. However, she stated that it's important to be clear about what we value before we press for funds. Thus, if we value changing people's attitudes and misconceptions about people who are different, we should seek funding support to do this.

David Johnson (Department of Educational Psychology, University of Minnesota) described his research into three modes of instruction: (1) competitive, (2) individualized and (3) cooperative learning groups. His findings indicate that the cooperative learning mode is the most conducive for achievement, building self-esteem, and developing social and empathetic skills. Since cooperative learning groups are unfamiliar to most students who have been conditioned not to get answers from their friends, Dr. Johnson and his brother Dr. Roger Johnson have established specific procedures for setting up such groups. These suggested guidelines and other teacher training dimensions are developed in their book, *Learning Together and Alone*.

The final panelist, Paul Graubard, a writer and psychologist from Lenox, Massachusetts, examined socialization patterns and their effect on youth. He felt that schools place too much emphasis on academics and too little on the need for acceptance of all children; that is, children are often recognized for what they can do, but not for who they are. Another socialization problem particularly evident in troubled children emerges when parents see their children as an extension of their own aspirations, thus creating a "one-way street" future for them when in fact, socialization is a two-way street. He noted that in detention centers where troubled youth forge their own sub-culture, they are socialized by each other and, in turn, subtlely control what happens to them in that environment. By understanding the system, they have power over it. He concluded that unless children or sub-groups are actively enlisted in the process of development and change of an institutional climate, negative behaviors or sub-group mores will take over.

Dennis Gooler (Chairman of Instructional Technology, Syracuse University) summarized the major points and raised additional critical questions. He found general consensus among the panelists that social climate, however defined, is indeed a critical factor in learning. But he felt that much of what had been was said was in the form of assumptions or assertions. He believes that we must have a much clearer map available to use about how social climate influences learning and development and what influences social climate. For example, one of the new programs in reading popularly referred to as the "pressurecooker approach," where student and teacher "holler" at each other as they learn to read, has produced enormously successful results teaching kids how to read, and yet many people looking at the climate in which that occurs would say that is a very, very negative environment. There is need to more systematically collect evidence describing the nature of the specific impact that social climate has on education and learning as well as how social climate is itself influenced.

Gooler also suggested that social climate is not static; it is highly interactive. Social climate in our environment is not something that exists independent of the people involved. Gooler noted the panelists strongly suggested that the idea of social climate is everchanging and that it is a highly complex phenomenon resulting from the interaction of teachers, children and many other things. As a result of the non-static or dynamic nature of this climate, there is an identifiable aspect of turmoil in the present social climate. The fact that social climate is not static makes it even more difficult to define it carefully, to map it out, or indeed even to try to control it in productive ways.

Gooler also commented on the fact that the presentors identified a variety of specific forces or influences affecting the climate. There are, for example, the attitudes of the actors in the educational scene (teachers, administrators, parents, children) — attitudes about differences, about change, and about the handicapped. Also, people have implicit definitions about mainstreaming or having handicapped children in regular classrooms. He stated that the implicit definitions strongly affect how these actors will feel about mainsteaming efforts and thus can affect the kind of environment that is created. In addition to these attitudinal forces, there are many external pressures that are critical to social climate.

Referring to Shiman's talk about the various kinds of pressures on teachers and administrators to respond in different ways, Gooler said it must not be assumed that teachers can be isolated from many external pressures such as the accountability and mainstreaming movements. Even more so, administrators need to be responsive to the existence or non-existence of funds and to legislative pressures. Social climate is therefore not static, but in turmoil, largely brought about because of counter-productive pressures or cross-pressures from various groups, each of whom has a stake in appropriate education in the public sector.

Throughout the presentations, the question of social climate was raised in terms of how the climate affects mainstreaming efforts, though one can think about it in the reverse as well. As Shiman pointed out, expectations of parents of non-handicapped children desiring similar special services for their children may result in a climate of competition for services. Also, some children who are not labeled handicapped but need special attention could become the losers in this mainstreaming process. These are children from poor and deprived socio-economic groups who exercise little influence on policy making. Their parents, perceiving themselves as losers and becoming disenchanted with education, may express their feelings in verbal and non-verbal ways, creating a negative impact on social climate.

According to Gooler, mainstreaming may also have a very positive impact on social climate as teachers demonstrate how to approach the idea of differences and how to deal with people as individual human beings. Children watching this positive modeling may be very positively affected by it. There is also a third possibility: mainstreaming may have no impact on social climate. For some people, mainstreaming is merely another governmental phase that is "in," but after a few years of interest, when resources decline, it will go away. As David Johnson pointed out, social climate and its impact on learning in mainstreamed settings is largely the function of how mainstreaming is accomplished, whether for instance, one uses a

cooperative learning approach, or an individualized instructional approach. Mainstreaming as a heterogeneous idea can be implemented in a variety of ways depending on one's educational philosophy. But one should understand that the impact on social climate may be different with different approaches.

To summarize, Gooler felt that questions about mainstreaming and social climate are largely still in the advocacy and adversarial phase. We do not yet have a great deal of evidence, which will help us to determine whether the impact of mainstreaming has been positive or negative. Systematic inquiry is needed to discover the critical areas to be explored and the new policy information to be gathered so that future effective policy can be delineated.

Secondly, it is clearly time to begin systematic experimentation of alternative approaches to building positive social climate. Alice Rivlin, now head of the Congregational Budget Office once wrote a book called *Systematic Thinking for Social Action*.[1] She claimed that one of the reasons we don't know very much about the impact of our social programming is that our designs for action are often constructed so as to make it impossible for us to gather information to answer important questions about these programs. We need to think through carefully how social climate impacts mainstreaming. This investigation should include a serious look at approaches like cooperative learning groups which attempt to establish environments of acceptance and cooperative problem solving. We also need to investigate what expectations we should have of the individual teacher, groups of teachers, parents, and school administrators to build a positive social climate so as to achieve positive implementation of PL 94-142.

STANDARDIZED TESTING: "NONE OF THE ABOVE"

by
Martin B. Haberman
Dean of Urban Outreach
University of Wisconsin

Every few months the popular magazines run articles dealing with standardized tests. Magazines aimed at the home and family living have also established this topic as a regular — along with such sure-fire repeaters as dieting and how to cut down on income taxes. The Sunday supplements of most newspapers also include an article or two on testing fairly regularly.

The popular stuff reflects a bit of caution regarding tests and usually gives tips to parents and students on what questions to raise with school counselors. Essentially, however, tests are accepted as technological fact — a valid approach to the assessment of human potentiality and educational achievement. The more thoughtful articles raise quesions of research findings regarding race and intelligence; they discuss issues of school integration, admission to advanced graduate school based on test scores and more recently, the issue of whether or not abilities decline with the aging process.

Many of these popular materials only appear to be critical of testing. My reading indicates that they tend to make the following criticisms about tests:

1. Unfair to minorities
2. Unfair to those not good at taking tests
3. Unfair to those with different physical makeups, e.g., hyperactive or vision impaired
4. Unfair to older persons who are slower to react
5. Unfair to those who are not test-wise
6. Unfair to those lacking interest or motivation for taking the test
7. Lack of reliability in gain scores; that is, too few items distinguish between grade levels and this number changes from test to test
8. Poor administration of tests
9. Bad interpretation of tests
10. Misuse of tests by admission officers
11. Misinterpretations and misuse of tests by teachers
12. Variations among tests and between even different forms of same tests by the same publisher
13. Lack of adequate sample populations which account for low ethnic representation
14. Misuse of tests in legal actions
15. Negative effects of testing on parents and students
16. Invalid procedures for comparing gains; e.g., school calendar administration, September to September, rather than June to June.

I am certain I could list another sixteen items and that with your help add another sixteen. (Citations on my bibliography include substantial amounts of these criticisms in better form than I am able to offer.) While I agree with these criticisms and would probably agree with the ones you add, I would strongly urge that these criticisms be abandoned. These criticisms assume that (1) standardized testing is essentially a valid technology which can and should be improved and (2) that much of the problem resides in the misuse by untrained or unknowledgeable people. I will not fall into these assumptions. I urge you not to be naive by assuming that a better technology is around the corner. A major purpose of this presentation is to emphasize two fundamental flaws in the standardized testing movement which are unanswerable by technocrats or test publishers. The two issues I will raise deal with construct validity and the concepts of competitive knowledge or competitive potential. First, however, I would like to make some connections between trends that I see in American education and how the standardized testing movement supports these essentially negative trends. I am seeking to justify the position that the issue of testing is not a matter apart from the basic changes affecting American education. On the contrary, the changes I see are supported, in fact made possible, by the testing movement. The four trends that I see revealing themselves and which are made possible by the testing movement are:

1. The disparity of educational opportunity. In the two decades since Conant coined the title "Slums and Suburbs," the educational breach has widened and solidified into two polarized worlds. The education offered the disad-

vantaged rural and urban poor on the one hand vs. the education offered the middle class, small town and suburban on the other.

2. The accelerating accountability movement. This includes the drive to assess not only teachers and students but all personnel and programs on a cost/effective basis.
3. The resurgence of the basic education movement with its two handmaidens, reading and vocational education. This has resulted and will continue to lead to an ever-narrower school curriculum, limited to skills development at the expense of broad liberal general education.
4. An increase in the number of individuals and groups who feel disenchanted, even hostile, to public education and who will manifest their antipathy in many forms of decreased support.

How is the standardized testing movement related to these trends? How does testing contribute to the haves and have nots growing further apart? How does "scientific," "neutral" testing contribute to an ever-widening gap between the middle-class and affluent world on the one hand and the poor and minority on the other? The answer to me is clear and suggests a planned effort in non-change which will be highly successful. The connections between the testing movement and these four trends should be considered carefully, for while these are ideas with which we tend to be familiar we sometimes miss their interdependence.

In order to forestall new school integrations and in order to prevent older integrations from becoming a genuine sharing of educational opportunities, we have created, or permitted the creation of, compensatory education. Compensatory education is a movement that assumes that services, methods, treatments, equipment, facilities, remediation, or whatever, can be applied to the educationally disadvantaged, and that these treatments — rather than a true sharing of equal and integrated facilities — will compensate for their deficiencies. The ultimate proof used by compensatory educators to show that compensatory programs work are test scores. Without standardized test scores the myth that segregated, unequal education could somehow compensate for prior unequal education could not be perpetrated. Even more, outright, honest opponents of equal opportunity (i.e., integration) say, "Show us the test scores which support the contention that learning has been improved by your sociological experimentation." And of course, well-intentioned, naive people start scurrying around looking for "hard data" and it isn't there. There are no consistent, significant shifts across integrated school systems which can be supported by test scores and where test scores prove definitively that integration is better. The best we can say is that there are no losses for the majority and a range of positive effects which the tests don't assess. But by then it is too late. The debate is lost and over because we acted as if test scores were the critical issue when we went scurrying after them. Not finding them and then claiming virtues which go beyond the tests are too little and too late.

I contend that if there were no use of standardized tests there could be no compensatory education programs and that these programs not only do not compensate for, but are themselves instrumental in widening the gap between the haves and the have nots. By what means but improved test scores are parents, citizens and

educators led to believe that these remarkable compensatory treatments are effective? In 1970, I reviewed 1,000 Title I project reports and they were all successful. Everyone used a standardized I.Q., or reading, or achievement test to "prove" that their experimental group, i.e., "the disadvantaged" had improved. What amazes me is that considering the remarkable success of all the Title I projects — which now number in the tens of thousands and include millions of children and youth — which have "proven" they were successful with the hard data of standardized test scores, that there are any disadvantaged students left! How is it that everyone who has been reached is cured, but we still have the problem? This anomaly would not be available to me were it not for standardized tests. But while I can see the humor in it, be aware of the fact that the youth who have been and who are being brutalized by this system of compensation could not have it done to them — sold to them and to their parents — were it not for the technology of tests.

The second use of testing to support a social trend is in the area of accountability. This movement assumes that there is a technology for assessing students' learning and potential and for connecting the results to teacher effectiveness. If we did not believe we could accurately assess students' learnings we could not believe it was possible to evaluate their teachers based on these learnings. It is only because we believe that standardized tests do validly assess students growth in learning the critically important subjects, that we can support the growing predisposition to judge teachers by students' scores. I believe an overwhelming majority of the public believes this and that the number will grow.

Teachers are now in the poetically just position of having judged students by these tests and now having the tests applied to themselves. Suddenly, teachers can see all the inequities of testing. What a quick learning turnabout. School administrators have for years used the test scores to get budgets passed for their "more productive, effective schools." Now that tests are cited as the reason for not passing budgets, the same administrators are asking the public to pay less attention to test scores.

Accountability is already here. In some states, the teachers' associations have even joined the public in making written tests a requirement for new state licenses for new teachers. I wonder if we could guess the motivation behind such movements?

In addition to compensatory education and accountability, standardized testing supports a third trend; the move to narrow the goals of American education down to the basic skills. Reading, vocational education and other supposedly "basic" skills have replaced the broad general/liberal education goals formerly espoused. Basic and fundamental educators can point to test scores as measures of their effectiveness. To what can the teacher of scientific method, or of theoretic understanding, or of poetry, or of citizenship point? To what can the teacher who devotes most time, energy and expertise to the removal of learning blocks and to the motivation of youngsters point? There are no reliable, valid measures excepting the basic skills areas. As a result, the basic or fundamental educator supports teaching information which can be tested for rather than teaching great ideas which are not amenable to the technology of testing.

The result of this trend is obvious if we consider the stated goals of most public schools. In addition to basic skills and information the stated goals inevitably include:

— A knowledge of principles, concepts, theories in many subject areas.
— Problem solving abilities, skills of inquiry, scientific method.
— Skills of group living, citizenship, intergroup and human relations.
— Personal health/environmental health.
— Aesthetic development in various arts.
— The development of personal values, ethics, morals.
— A positive self concept.
— Critical judgment of self, of others, of social situations and of ideas.
— Marketable skills.

Now the question is, in which of these areas can standardized tests be used? How much of the school curriculum should be devoted to basic skills?

Some argue that the basic skills are prerequisites for learning — the key to achieving all the other objectives. Others argue that reading is the last refuge of those who cannot teach and simply assign chapters then complain that students haven't been sufficiently prepared by the preceding teachers. They play a game called "There it is, get at it." You write an assignment on the board. Students read and answer questions. The actions of an assignment director and a teacher become synonymous.

My own estimation is that because most of the goals of the school are broad and beyond our present assessment abilities, we seize on what is measureable and what becomes measurable thereby increases in importance. For example, the skills of math computation become more important than the basic concepts of math because broad basic concepts are not readily assessed with validity and reliability. Similarly, social studies generalizations are ignored in favor of facts about the names of the three branches of government or definitions of longitude and latitude. But is knowledge of such "facts," knowledge a citizen needs for participation in our society? Similarly, reading comprehension can be tested more reliably than essay writing or other aspects of communication and as a result, we test for it. In short, whatever can be tested for assumes a disproportionate amount of importance. Given the imponderables, the unanswerables, the complexities, and the uncontrollables, the public is desperate for something tangible, something definite, something specific and concrete; something that will give us some security that progress is really being realized. In this world, where we all feel helpless to control the myriad of critical factors, testing becomes an island of refuge — a place where we can finally see something happening.

Permit me to assure you that I believe basic skills to be one critical component of the school curriculum. But these skills must be seen in perspective and not blown out of proportion because they are all that is readily assessable (this is the part of my view that critics overlook so I ask you to bear with me in strict attention). I would say that standardized tests can measure approximately 15% of the school curriculum. If we use these tests to assess total school programs, or student learnings, or to compare schools, or to do research on effectiveness, or to use the scores in the

literally hundreds of ways they are now used, we should in all honesty, admit publicly that we are abandoning the broad general/liberal education in favor of skills centers. We could then proceed in a simple-minded but straight line. If, on the other hand, we insist on keeping the rhetoric about the general goals reviewed earlier, we must constantly remind ourselves and everyone else, that standardized tests measure only a small part of school curricula.

There are four curricula in schools. First, is the level of what is printed in the guides, voiced by the school board and administration, catalogued in the libraries and checked on when the state officials examine the written syllabi. It is the officially approved curriculum. Second, is the teacher's version: that is, what is actually taught. Third, is the reality or student version: what is actually learned. Fourth and most important is what is tested for. I would contend that it is comparable to a giant bridge game. Testing is spades. What is tested for becomes the dominant or trump curriculum and drives the other three out of operation. We all know chapter and verse of how teaching and learning for the tests can take over a school program.

The fourth trend which is supported by the testing movement is the increasing disenchantment with public education. In addition to the taxpayers' groups — who have always been there — we now have constituencies among the elderly who are reacting against what they perceive to be neglect in a youth oriented culture. They want programs for the older adult and in a period of limited resources they are becoming a group that is often in an adversary relationship to appropriations for children and youth. Various other groups in our society — many of them younger — are also reacting to their perception that education has been oversold to them as a surefire avenue into a profession or a meaningful job. The increasing difficulty for gaining public support for education will intensify even further in my judgment.

I believe that if we examine each of the negative components of this trend toward disenchantment with public education we will find standardized tests at work. "Evidence" cited for disaffection inevitably emphasizes lower achievement scores. Groups which "prove" the uselessness of schooling for certain types of people refer to test scores. Conversely, people who claim they did well in school do so by using test scores, then showing the disfunctionalism in the system because they cannot get jobs. If high scores don't lead to admission to prestigious professional schools or to important positions, then schools must be inadequate for the advantaged as well as for the disadvantaged. Test scores are used to "prove" people are unqualified. Test scores are used to "prove" people are over qualified. Test scores are used to "prove" universities and employers do not discriminate. Test scores are used to "prove" they do discriminate. The point is that as we examine the disenchantment of the elderly and various other groups who claim to have lost confidence in the schools, they inevitably use test scores to frame their arguments.

Critics of my views point out that I am blaming neutral objects, standardized tests, for social/educational evils where tests are merely a tool frequently misused by the misinformed or the ineffective. The testers contend that there is nothing intrinsically wrong with the tests. It is only in the poor applications of tests by the ill-informed or poorly educated which should command my attention. Testers frequent-

ly go on to indicate how well developed and thoroughly developed instruments can be administered individually by highly trained professionals — school psychologists, educational counselors, psychometrists, experts in special and exceptional education — who can identify various forms of handicaps in a scientific, objective manner and that these experts using the technology of testing identify handicaps which would otherwise go undetected. There are several responses to these supposedly logical reasons for supporting the testing movement which I would now like to present as the basis for opposing testing. I pray that these reasons gain the popularity that the ones cited earlier have, since they are infinitely stronger.

Standardized tests are themselves intrinsically evil and can, therefore, only be used for maleficent purposes. They are not merely neutral objects at all. They are not a technology that can be used for positive purposes by the wise and well-trained. They can only be used for anti-educational purposes by their very nature...and here I refer to all standardized norm-referenced tests of ability and achievement.

First is the issue of competitive knowledge. Achievement tests are composed of items which have been carefully pretested. These items have been selected because they can disperse populations of preschoolers, or ninth graders or college graduates into normal distributions. This doesn't mean that any group who takes a test is normally distributed. It refers to the selection of items to be incorporated on a test by making certain that each item will disperse a particular population in a normal manner. When a pre-schooler or ninth grader, or college graduate "does well" on a standardized test, he/she has not simply answered items correctly. He/she has answered questions which someone else could not answer! And this is the ultimate point; one which must never be forgotten! He/she has answered items which an unseen, unknown individual could not answer correctly! Standardized testing is in its nature competitive testing. The scoring reflects a lack of knowledge elsewhere. To be highly intelligent, by definition, requires someone else to be retarded. To be knowledgeable demands ignorance elsewhere. There can be no scores in the abstract. The 95th percentile, or the 50th, the bottom or top halves, septiles, deciles and medians are all comparative assessments.

The philosophy of the testing movement is simple, neat and wrong. Like all simple solutions to complex social issues it plays on the understandable need for specifics and clarity. But issues of human potential and knowledge are not readily reduced to common-sense or truisms.

Above all else, we must guard against treating knowledge as if it were a competitive commodity. Unlike John Smith's parcel of land, which is not to be trepassed because only John Smith can own it, knowledge does not become more or less valuable because it is known by others. Valuable knowledge is not debased by sharing or by communicating, or by teaching it. If it were a competitive commodity — as the tests condition us to believe — Chinese would be the least valuable language to learn since it is already debased by so many who can already understand it. Knowledge is not a commodity like gold or wheat. It is a universal good awaiting all. In today's world of scarce fuel and shortages of clean air and water, almost everything has become a commodity. Economists keep hammering away at the scarcity concept, that is, "everything that is desirable is in short supply — some people

will have what large numbers of others will not have." This scarcity concept is peddled by the testers and now commonly accepted in relation to knowledge. Knowledge, in all its forms, however, must be thought of as a common good. In the case of a democratic society we must assume the reverse of the scarcity concept. The more people know the better off we all are and the better off we can all hope to become.

Do we believe with James Madison that "Education is the true foundation of civil liberty" or do we believe with the Educational Testing Service that for the top half there must be a bottom half — for every respondent who answers any item correctly there must be a countervailing ignorance. Knowledge is not a product to be owned by some and kept away from the others. Neither is it to be used by the pernicious who declare this is a dog-eat-dog world, or by the addled that life is a football game where not all can win, or by the world-of-hardknockers who proclaim that the best preparation for a rotten world is character-building, hard treatment and that low scores on tests are, therefore, super forms of character building.

When you discuss these issues do not be led into the trap of discussing minorities, or unfairness, or administrative issues. Stay on this one point and insist — demand — an explanation. Why must human potential be assessed in relative terms?

Testmakers cannot answer these questions because, like the rest of us, they do not know what human potential, or I.Q., or even knowledge in its myriad forms is. They try to make the best of their inadequacies. Not knowing what these qualities are, they compare us to each other on items that appear to be samples of these qualities. This leads us to the second reason why, after competitive knowledge, standardized tests are inherently evil and not simply neutral objects which are being misused. Standardized tests assess items of information which have been pretested as reliable in dispersing populations of six year olds, or nine year olds, or college graduates. They do not assess knowledge that all citizens need or that job-holders need. They do not assess knowledge because the basic technology of testing is built upon the cumulation of items, while knowledge in all disciplines of subject matter exists on a more general, abstract, conceptual level than the informational level. Knowing what two colors to mix to make a third is art information — not artistic knowledge. Similarly, with defining an etude: it is music information, not music knowledge. Defining, identifying, locating, matching or whatever with math words, science words, or pictures of things are low level. Test items are on an informational level which assumes they reflect knowledge. As soon as tests move away from the informational level and try to assess more general forms of knowing they drop significantly in their reliability. Testing is a technology of item testing on a comparitive basis; we should not assume that the items add up to anything. If I produce an individual who has memorized the Philadelphia Telephone Directory and tell you he is the most brilliant individual alive you would ask: "What leads you to assume that all the bits and pieces he knows add up to anything? What does he know that is supposed to be a sample of real knowledge? Who are the experts who claim the Philadelphia Directory is predictive of human intelligence? Who cares about the scores of others who only know half of the Philadelphia Directory?" If

these questions sound ridiculous they are so intended.

Why don't we ask these questions of the testmakers? There are several reasons we do not: (1) Most people believe information is knowledge. The popularity of quiz shows and newspaper tests is merely indicative. The cliche, "You better not generalize" is even common among college students who have been conditioned to regard isolated facts as valuable truth in place of several concepts which can be connected into principles and theories. (2) In addition to confusing information with knowledge, we have been led to believe that experts exist who actually know which informational facts can represent a knowledge of math; which pieces of language represent human intelligence; which comparison and analogy items will predict who will make the best advanced scholar. We are beginning to question experts in many areas but the testers are still safe because (3) Most people are inadequate in statistical reading. Against the numerical barrage from the testmakers we respond with awe when we should challenge. If we begin with crud, and most information is crud when compared to knowledge, it doesn't matter how we quantify it nor how sophisticated the statistical pyrotechnics. It remains crud.

Knowledge is not information. Knowledge is not limited to a small portion of the few subjects studied in schools which can be objectified. Knowledge is boundless and growing. Human potential is unknown — perhaps unfathomable. Faced with these infinities the testmakers ask us the capital of Montana and then compare us by age. Emboldened by the great rewards for trivializing human knowledge and for putting it on a competitive basis, they do the same with human potentialities. We can't assess human intelligence but we can ask you to point to green and note the time it took.

The increasing use and respect afforded the testers sometimes gives me pause to reconsider if I am wrong for regarding the standardized tests as straight from Alice-in-Wonderland. I am frequently motivated to recheck new versions of tests that I have missed and sure enough, they are unchanged. A knowledge of words is still used as the basis for scoring human intelligence. If vocabulary is synonymous with human intelligence, who are the idiots, imbeciles, retarded? Are they the people identified by the testers, or the people with several college degrees who can believe that word knowledge and the ability to match some shapes measures human intelligence?

In sum, the tests — whether achievement or intelligence — have no construct validity. Who says that the items which are labelled mathematics actually assess mathematics? Similarly, for science, music, or occupational preference. Because they cannot secure agreement among experts about what knowledge is of most worth, testers push up into their competitive game. They tell us who doesn't know the trivia. We should be overjoyed and rewarded if we do know the trivia. And some of us are so overjoyed we form exclusive clubs of high I.Q. people.

If we were to drive the testers into a corner with these arguments they would still make three claims: (1) the standardized tests predict school success; (2) the tests can be used for guidance purposes; (3) the tests are needed in exceptional or special special education. My responses to these claims is that they don't make any sense. Let's consider them. First, the tests predict school success. Many teachers shape their expectations of students on the basis of the test scores. There is a well-known

self-fulfilling prophecy that takes hold of the learning process. If low scorers have teachers who then expect more or less of them should we credit the tests with being predictive or should we worry more about the influence the tests are having on the teacher's perceptions of students' abilities? Further, teachers do not want to be judged on the basis of test scores. They respond by teaching for the tests. A circular set of conditions becomes operative. The content on the tests becomes the dominant curriculum and not simply an assessment of a sample of the curriculum. How can testers claim their tests predict school success when we now have a situation in which the tests — readiness, reading, achievement, or whatever, are now the major purpose of instruction. To claim that standardized tests predict who will be successful in school is, in effect, to claim that test scores will predict test scores since how else is success measured?

The second argument of the testers, after the great predictive one, is that tests are essential for guidance purposes. I would argue the reverse. If guidance is to become a useful school service, it must help individuals to overcome and ignore their test results. It is a dangerous, erroneous pasttime to give individuals specific advice about what they should and should not do based on test scores. It has become an occupational disease of too many school counselors and school psychologists to make restrictive predictions about what a particular student can do, should do, cannot do, should not do. All of us can give examples about ourselves, our friends, our families and our students who have gone on to successful life/work/educational experiences by ignoring and by even flying in the face of predictions based on tests. More sadly and more frequently, however, we all have examples of how individuals never developed their potentials because they believed the test analyses given them by some supposed expert. I believe more human potential has remained latent, been nipped in the bud, been shoved in the wrong direction, or relegated to the scrap heap by believing in the predictive validity of tests than by any other forms of miseducation.

We also know that happy, successful, productive people change jobs — particularly when they are young. We also know that many, perhaps most successful people do not decide at an early age on a particular life work and stay on that single track. The use of tests for educational/vocational guidance goes in the exact opposite direction of this knowledge by trying to make earlier and earlier life choices.

The testing movement, in effect, has become the vehicle for closing down people's perceptions of their life options. The last two people I met who were happy at their work were a man who arranges flowers at dog shows and a man who arranges patterns with dominoes; when the dominoes topple it takes as much as several minutes and they fall in interesting designs. Can you imagine a school guidance counselor helping these two men as youths to interpret their standardized test scores and "build their careers accordingly?" These are not isolated instances. Therefore, in my judgment, an overwhelming majority of our people got where they are in spite of, not because of, school guidance.

Finally, the test makers are driven to their last refuge: diagnosis and treatment of the exceptional, the special, the handicapped students. If ever a field suffered from a chronic overdosage of "testitis" it is exceptional education. There are tests for

everything imaginable, most of which could be observed by eyeball and without formal higher education. No field, with the possible exception of reading, suffers so much from the belief that a technology of diagnosis-based on standardized testing — will solve their problems, as the fields dealing with those labelled special. They have substituted a technocracy of diagnosis for basic human responses, for love, support and communication. Perhaps driven to be respectable in "researchy" graduate schools; perhaps driven by the demands for effectiveness in government grants; perhaps influenced by the health and medical personnel they often work with; perhaps driven by the legal needs to protect themselves against lawsuits; perhaps misguided by the naive assumption that an accurate test will give them a clue for some treatment; the fields of exceptionality are in the lap of testers. As a result, they have input overload; that is, by constant testing and diagnosing, they have more information than they know what to deal with. Fortunately, since most of the data is test data it is well that they can't implement it. Next time you meet an Exceptional Education Expert in any field of exceptionality ask him to describe one of his students. Then ask him how he/she would teach that student to distinguish between the words "there" and "where." You will be amazed by the responses. You may find, as I have, that the half dozen strategies of teaching are the same for all children and the diagnostic tests are necessary only to provide diagnostic work to maintain the professors, the specialists in the public schools, the experts in the state departments and the grant givers in Washington. It is, as are all fields based on testing, a house of cards.

If I could sum up, I would not have gone through this lengthy review. Permit me to close with a final plea in behalf of knowledge. The most pedestrian minds of our age know more facts, have more information than Isaac Newton. Do they have more knowledge? Many elementary school children today have more facts than Socrates had. Do you really believe they know more? As educators we have a responsibility to stand for knowledge and to fight the testmongers who would trivialize our intellectual heritage. The price of humankind's potential, the value of our general/liberal understandings, the importance of our collective, not competitive wisdom, must surely be higher than cumulated, machine scored test items.

When it comes to knowledge in a democratic society I truly am my brother's keeper — and my sister's keeper. What choice do I have? Can I learn to preserve the environment but ignore how my fellows treat it? Can I vote for honest people and ignore my fellows? Can I secure justice for myself and ignore how others are faring? The truth is we need each other. And we need the very best in each other. We need to have our collective and our individual potentialities developed to the fullest. Competition, or each doing his/her "own thing," will not be an adequate response for meeting the challenges of the future.

Rabbi Hillel once said, "If I'm not for myself who am I? But if I'm only for myself what am I? If not now, when?"

Are you willing to stand up and join me? Are you willing to say to testmakers, "We are not only for ourselves." And are you willing to stand up and say now: "We have had enough, enough." Say, with me now, " we have had enough."

EVALUATING THE FAPE CONFERENCE

A CELEBRATION OF PEOPLE AND POSSIBILITIES

by
Ed Wachtman and Nancy Gentile
Conference Evaluators
Center for Instructional Development
Syracuse University

— PL 94-142 — ". . . A LAW BECOMING"

"I think this is a kind of push off for something that's really going to be creative and help all kids, whether they are handicapped or not. Everyone is going to benefit from this kind of thing." This statement made early in the week by a participant is a fair representation of the overall tone of the conference. The sense that PL 94-142 was a revolutionary piece of legislation was echoed often. At the opening session, Dr. Edwin Martin, Director for the Bureau of Education of the Handicapped and Keynote Speaker, challenged educators to comply with the mandates of the law. But the tone of this speech, especially towards the end, suggested an ideal, almost spiritual understanding of the law, an understanding that would allow all Americans equal access to the best education possible for their particular needs. Later that evening at the senatorial banquet, Dr. Larry McCrorey, Vice President of the University of Vermont, equated PL 94-142 with some of the most powerful and widereaching educational legislation in the history of this country. Senator Stafford, in a speech that was the cause of much positive comment during the remainder of the week, quoted the great Justice Cardozo, "the law never is...it is becoming." It was these speeches and addresses that set the mood of the FAPE Institute, a mood that challenged all those present to translate the legislation of PL 94-142 into meaningful and vital programs that will truly aid all handicapped people within the schools and society.

There is often a great discrepancy between the ideal and the real. One of the apparent concerns of the conference was to address this gap and attempt to narrow it. There were many different types of people present. They came to Burlington, Vermont with divergent expectations and needs concerning PL 94-142 and its effect on education. A closer look at some of the expectations of conference participants may help clarify any differences between private agendas of certain individuals and the public agenda set forth in the catalogue of workshop and session descriptions.

"Well, I have several goals. One is to find out how my role will change in implementing 94-142 in the public schools I work in. Another (goal) is just basic information."

"I'm here to better understand what 94-142 means..."

"People are here to become fully acquainted or at least better acquainted with the act (PL 94-142) itself..."

"I want them (teachers) to be able to go away with actual skills...teachers will hopefully be able to leave knowing a little more about how to write an IEP. Also I hope they go back with having been challenged and having been exposed to things they didn't know existed before."

"The reason I came is so I could get a better insight of 94-142 and what its implications mean as far as our particular district and school."

"I wanted to know what this (PL 94-142 and its implications) was all about. When I saw the roster of people who were coming here, I couldn't resist."

It seems from these responses that there was general concern about what the law implied and how it was going to affect the professional roles of the participants. Most educators agreed in principle with the need for integrating handicapped children into the classroom. But some questioned how they could comply with many of the specific mandates of the law (i.e., the IEP). They worried about the increased workload that these mandates implied and how it might sacrifice actual time spent teaching children. Others were ambivalent and often anxious about the ramifications of the law; they were uncertain how it would effect their existing programs and personnel. Some were concerned with what appeared to be a monumental amount of "paper work" demanded by the law.

"I guess I have some pre-conceived notions, perhaps negative in that I felt the paper work involved in the program plans, etc. were going to take me away from service to children..."

"There are a lot of people (teachers) who are uptight and scared about what the implications of the laws are for them."

"Time, time is the keyword...where is the time going to come from."

"I think the extra work load, the monitoring, the setting up, the meetings, the meetings involved in the IEP work alone, really is going to be a major issue with teachers."

These questions and comments should not be interpreted as negative reactions toward PL 94-142 or handicapped persons. Rather, they are representative of an overall concern, that was reiterated throughout the week, as to how does a teacher and/or administrator go about the actual on-line implementation of the law? How does one meet this challenge — put the ideal as described by the law into practice? Implicit in an answer to these questions is the imminent possibility of a fundamental change in the nature of public education. Robert Carson, the executive director of pupil personnel services in the Toledo Public Schools, speaks to this possible change in the September 1977 *Phi Delta Kappan:* "When you get by all the mandates we're providing individual education. We're piloting a process that can be modified

for all kids."

The fact that many participants foresaw this basic change in education based on the new mandates for PL 94-142 can be documented by some Pre-Institute Questionnaire responses.

"Classes will have to become completely student centered with much more individualization."

"All programs will have to be individualized. Expectations will have to be individualized."

"I would think that the future classroom would be far more individualized for all students."

To better understand how the divergent needs, interests, and expectations of the participants were dealt with and how they saw the week unfold it will be advantageous to refocus our inquiry on the conference activities themselves.

THE FAPE SUMMER INSTITUTE — "IT'S NOT THE HEAT IT'S THE HUMIDITY"

To speak of this conference as only a five day, self-contained activity is to do it an injustice. Perhaps it is more accurate to describe it as the culmination of months of intense preparation and planning aimed at facilitating the implementation of PL 94-142. To see the conference in this manner is to view it as a catalyst in time — and to see its purposes and intents continuing to exist long after the last participant has left the Living-Learning Center of the University of Vermont.

For many of the participants the highlight of the conference was the highpowered faculty who were present. It was a chance to gain direct information and share views and perspectives with competent experts.

"There's some great people here, very knowledgeable, certainly it is a national kind of conference."

"I felt that this was a great learning experience. Just the exposure to other very prominent and influential people...it was a thrill to be able to listen to these people."

"...some excellent people brought in...good cross section."

"...staffed with extremely competent, well-prepared individuals who imparted both factual information and visionary ideas."

The word "conference" is derived from the Latin "conferrere," to bring together." The predominant metaphor of the FAPE Institute appears to be a "com-

ing together," a sharing. The people present — faculty, staff, participants — interacted in such a way as to forge an overall sense of caring, not just for the handicapped people they wished to serve, but for each other. It was this overwhelming sense of caring, of attempted understanding that appears over and over again in the documentation of this conference. It was the people, all of them, who made FAPE the experience that it was.

"I appreciated the care that had been given to meeting social and 'human' needs and felt the overall ambiance was enthusiastic and warm."

"...the coordination and caring demonstrated by FAPE directors and staff blended well into making the conference a personal and professional success."

"...it's been a week of sharing, collaboration, and cooperation on the part of a great many people from different areas of expertise to give me a better feeling for the law."

"The enthusiasm, advice, friendliness and helpfulness of everyone here makes me feel much more hopeful about my role as a classroom teacher post PL 94-142!"

The conference routine centered around a large group address or panel discussion in the morning followed by a series of workshops designed to address specific problems and issues confronting educators faced with implementation of PL 94-142. The large group addresses and the workshop sessions were the primary means of information delivery. It was during these particular teaching-learning-sharing experiences that the facts and fallacies surrounding PL 94-142 were transmitted to the participants. The addresses and workshops were the skeletal structure around which the other activities of the conference formed. Since the success of the conference depended on the strength of these sessions it is important to inquire how the participants and faculty perceived them.

"At some of the sessions I've gotte[n] [so]me very practical advice and suggestions."

"These Institute sessions were the best s[es]sions I ever attended."

"All (sessions) had some good points."

"I will have to say that I got something out of every session."

"There were no poor sessions."

"I felt the entire conference was worthwhile — my biggest problem was to sort out which sessions to attend, at the expense of missing some very good ones."

"General sessions speakers were of top quality."

These comments are representative of the perceptions of most of those in attendance at the conference. What makes them even more meaningful as a positive indicator is that four of them are responses to the Post Conference Questionnaire query "Please list those Institute sessions which have been the least beneficial to you." And, there were other similar responses to this same question. When the quality of the group sessions is being discussed it is important to name David Johnson and Martin Haberman — both names appear consistently as leading "sessions which have been the most beneficial."

Although a surprisingly large number of participants responded that no session was without value, when asked to list those "sessions that had been least beneficial," most of the participants did cite particular sessions as being "nebulous, with no directions," "irrelevant," "dehumanizing." Unlike the pattern of responses that pointed to the high quality of D. Johnson's and M. Haberman's sessions, there was no one faculty member who was consistently singled out as being "least beneficial." Also, the tone of the positive responses and their numbers show a consistent, although not unanimous, agreement, as to the overall value of the sessions.

The fact that so many people reacted positively to the overall mix of the personnel and to the values of the individual sessions does not dismiss some of the negative responses concerning the conference. (These, like their positive counterparts manifest themselves through the redundancy of responses describing them.) Some of these negative reactions to this conference are based upon participants' expectation which were not adequately met. These particular negative feelings focus on the questions: "How are we going to do this? Where are we going to get the money?"

> "No one has really — at least in the sessions I've attended — spelled out how money was going to be forthcoming, when we could expect it, and kind of problems we could expect handling the funds."

> "The actual conference and presentations and so forth have not (responded to my needs)."

> "I think I am (a little confused about Federal money) because I hear from one place they are not going to put it in. I hear from another that it will be 40% and so forth..."

> "We are still left up in the air as to how Vermont is going to be able to respond — our finances locally are extremely limited. Where do we get help for this?"

It is not evident that answers to these problems are readily available, especially in a one-week conference. The issues involved are far too complex and specific to individual schools and districts to be adequately addressed. It is likely that the answers

to some of these questions will be answered only when the specific ramifications of PL 94-142 are evident in a particular place or situation. Yet, it is important to understand that there were people who left the conference with questions unanswered and continued uncertainty about how they would comply with the law and what the benefits and problems involved with implementation would mean to them.

Another problem that is documented substantially was the apparent lack of organization — especially surrounding the registration procedures. Some believed that this was the weak link in an otherwise strong chain of well planned activities and events.

> "I don't think it (the conference) is very well organized, and I got that feeling from the start because I registered in June and I had nothing, no information about it until two weeks ago."

> "I think it was poorly organized at first with the registration and everything."

> "I think that one of the things that troubled me more than anything else was the lateness in terms of receiving material prior to coming."

> "It seems that if the people could get the conference together like this, the school itself could do a better job on the paper work."

Related to the organizational problems associated with registration was a sense of confusion about the cost of the conference.

> "...and less ambiguous information about the cost ($60 plus the cost of credit) should have been disseminated at the very start. There were many misconceptions."

> "I know that many people were shocked to find the cost $60 more than anticipated."

There were other negative reactions to specific issues, procedures, or omissions. Several participants commented on the lack of handicapped persons to input their feelings and needs. Two participants viewed the mix of divergent people represented by both the faculty and the participants as an inhibiting factor (this is contrary to the general consensus that this "mix" was one of the most positive aspects of FAPE) — and that the "voice of the common man is not being heard." There were quite a few indications on the Post Conference Questionnaire that the conference "was almost trying to do too much in too short a time" - but this was viewed as both "necessary" and "good" and as one participant exclaimed, "I loved it!"

Again, it is necessary to caution that these comments do not point to an unsuccessful conference or to overall dissatisfaction by the participants. On the contrary, they are logistic and organizational problems that were annoying — to greater or

lesser degrees but in no way debilitating. The responses from the Post Conference Questionnaires, the interviews, and the Faculty Questionnaires all indicated a strong, positive (we might dare say overwhelming) sense that FAPE was successful — and successful at several levels.

"On the whole, I feel that it was a very worthwhile, inspiring experience."

"I was very impressed with the conference. I got far more from this institute than I expected. That's nice."

"Very good or should I say excellent conference. Some dynamite speakers and an excellent group of friendly people."

"Excellent!"

"As far as thought provoking — I haven't been in a situation for a long time that has made me think about my role as a teacher and the responsibility that I have. It has been a real learning experience and self-observation."

"I feel the institute was a tremendous undertaking, well organized and exceptionally well staffed. Whoever is responsible deserves a great deal of credit. I feel fortunate to have been a participant."

"I have found today (Friday) to be an emotional experience. I'm having trouble filling out this form as there is just too much on my mind and in my heart. Thank you for more than just a course."

"Overall I feel very good about the week. I'm sure I have gained valuable information to take back to my school system."

"Superb group of instructors and participants. Extremely stimulating small group sessions. Tremendous amount of information and willingness on part of the staff and instructors to help."

"Great conference — one of the best in recent years. And the beat goes on!"

And the beat goes on. There are many more responses similar to the above and numerically they far outweigh those that suggest a different, less positive perception (there were only 3 Post Conference Questionnaires that expressed a total negativity toward the conference). One senses that the participants, faculty, and staff were able to create a climate of understanding, sharing, and informative dialogue during a week of intense, sometimes hectic, activity. That this was a "working conference" cannot be disputed. All evidence indicates that a high level of energy was expended during those five very hot days in July. Furthermore, the indicators suggest that this energy helped to begin clarification of some of the very basic problems and issues

surrounding the integration of America's handicapped into the classrooms of the public schools. Whatever the personal benefits gained by each participant, staff, and faculty member in Burlington (and the evidence suggests there were many), the final criterion for judging the success of the conference lies in how well it facilitates a meaningful and equitable translation of the spirit underlying PL 94-142 into the reality of the public school classroom, with real children, with real and special needs.

The goal of evaluation according to Michael Scriven is the determination of worth. The warrant of any evaluative activity lies in the dichotomous words "good" or "bad," "yes" or "no," "go" or "no-go." All evidence gathered with these final "either/or" decisions in mind. To collect data, focus inquiry, inspect causal relationships, etc., without making a judgment of worth is to engage in an activity that is not evaluation.

How does the FAPE Summer Institute measure up when exposed to the light of valued judgment? Was it a "good" conference? The answer to this question must be a resounding yes! The data collected by the evaluation team, the observations of staff, participants and faculty indicate without question that for the majority of those participating, FAPE was a highly positive, informative, and valuable experience. True, there were logistic and organizational snags and problems, but these should not tarnish the general sense that this was a worthwhile five days. The words of an enthusiastic faculty member summarize the conference perfectly:

> "The diversity of backgrounds, interests and training that participants and staff brought to this conference combined with the coordination and caring demonstrated by FAPE directors and staff blended well — making the conference a personal and professional success."

RECOMMENDATIONS AND SUGGESTIONS

Some recommendations that may be useful — both in assessing the quality of this conference and planning for similar ones in the future, follow...

> "The whole session would have had added meaning if I had had an opportunity to read PL 94-142 before participating. A copy of the law should have been included in the preliminary mailing."

> "I'd suggest in the future, the literature be printed in such a manner that it doesn't make such a vital item as cost so confusing and ambiguous."

> "Better descriptions of the sessions in the catalogue."

> "New Games would be better earlier in the week."

> "Hope there will be a follow document sent to all who took part."

"A planned coffee break with a place to sit and talk with other participants would have been good."

"...there could have been some sessions that pertained to specialists (physical education teachers, art teachers, etc.)."

"A pre-conference reading list would have better prepared me for this concentrated effort."

"Most conferences do have a handout to give all participants listing names, addresses, phone numbers etc. (would be nice if it could also state one's position) of all attending."

"...many of the individual small group session leaders were present only for their own sessions and as a result, their presentations were repetitious or not applicable to the problem. There was too much isolation."

"I am very concerned about the lack of advocacy for pre-schoolers in Vermont."

"Please give an opportunity for the audience to see and hear speakers beforehand. The one minute summary of proposed sessions was very helpful on Thursday. Have speakers follow their topic as published in the session catalogues."

"There should be more handicapped persons present to input their needs and views."

"Administrators were visibly (noticeably) missing."

"Post-session Questionnaire should be given for completion at a later date (to be returned in stamped, self-addressed envelopes). I'm too tired to be coherent or detailed — need time for reflection."

"There did not seem to be enough adverserial positions."

"At the beginning of the week there should have been an introduction to just what PL 94-142 included."

"...the opportunity to follow through for several days with the same person."

"More information on sessions and presentations before the conference."

"...limit the numbers (of sessions) and have larger groups for the presentors, thus more interaction and enthusiasm."

None of these recommendations constitute a major criticism of the conference — each one is an individual's sense of what would make that person or his/her colleagues a bit more at ease.

DEMOGRAPHIC DATA

Each participant at FAPE was given a pre and post questionnaire to complete. Although the number of participants enrolled was considerably larger than the 91 responses received, it is worthwhile to review the nature of these responses.

Fifty-eight women and thirty-three men responded to the questionnaire. The age breakdowns were as follows:

Less than 25 years	2.3
25-29 years	20.9
30-39 years	36.2
40-49 years	26.7
Over 50 years	13.9

All of the respondents had some postsecondary education. Three (3.5) respondents had associate degrees. Nearly 50 percent of the respondents held bachelor's degrees (47.6). Another 40 percent of the participants earned Master's degrees (40.7). Three (3.5) had Certificate of Advanced Studies and four (4.7) held doctorates. All of the respondents had at least one degree in education.

The range of experience in the field of education varies widely. Only 3 respondents had never worked as professionals in the field of education. Of the remaining respondents, 23.3 had under 5 years experience, 55.7 had between 6 and 15 years work experience and the remaining 17.5 had over 15 years of experience in the field.

All but 3 persons had contact with handicapped people in either professional or private settings. Close to 70 percent (69.7) of the respondents had both worked as professionals with the handicapped and were acquainted with handicapped persons outside of professional circles. About 25 percent (26.8) of the participants had never worked professionally with the handicapped but were acquainted with handicapped persons in their personal lives. Respondents indicated both professional and personal contact with a wide spectrum of handicapping conditions.

Over 80 percent (81.4) of the respondents participated in the workshop to gain graduate credit hours. There was no significant relationship between responses of the course registered and nonregistered groups.

APPENDICES

APPENDIX A: CONFERENCE SKILLS SESSIONS

Monday's Theme: IMPLICATIONS OF PL 94-142

TITLE: Maintaining Severely Handicapped Children in the Public School
PRESENTER: Bruce Balow, University of Minnesota, Professor, Special Education

TITLE: Mainstreaming Issues
PRESENTER: Tom Behrens, Bureau of Education for the Handicapped, Washington, D.C.

TITLE: Legal Aspects of Mainstreaming
PRESENTER: Joe Clair, Attorney, Office of Human Rights, Washington, D.C.

TITLE: The Future of Special Education
PRESENTER: Dean Corrigan, Dean, College of Education, University of Maryland

TITLE: Mainstreaming Issues
PRESENTER: Jean Garvin, Director, Division of Special Education and Pupil Personnel Services, Montpelier, Vt.

TITLE: Mainstreaming Issues in Definition and Implementation
PRESENTER: Cynthia Gilles, State Department of Education, Boston, Mass.

TITLE: Mainstream Issues
PRESENTER: Charles Johnson, Superintendent of Schools, Montpelier, Vt.

TITLE: Mainstreaming Issues
PRESENTER: Edwin Martin, Bureau of Education for the Handicapped, Washington, D.C.

TITLE: Some Problems with a Good Idea
PRESENTER: John Melcher, Bureau for Handicapped Children, Madison, Wis.

TITLE: Demystifying the Special Learner
PRESENTER: Blanche Podhajski, Director of the Center for Disorders of Communication, Medical Center Hospital of Vermont, Burlington, Vt.

TITLE: Major Issues Concerning the Mainstreaming Movement
PRESENTER: Maynard Reynolds, Director, Leadership Training Institute, University of Minnesota

TITLE: Mainstreaming: What is it? For Whom? For What?
PRESENTER: David Riley, Director, The Boston Project, Boston, Mass.

TITLE: Establishing Effective Parent/Professional Relationships
PRESENTER: Sr. Janice Ryan, Acting Executive Director, Vermont Association for Retarded Citizens; Professor, Special Education, Trinity College, Burlington, Vt.

TITLE: Mainstreaming Issues
PRESENTER: William Smith, Director, National Teacher Corps

TITLE: Mainstreaming: Law and Implementation
PRESENTER: Ann and Rud Turnbull, Special Education, University of North Carolina

TITLE: The Use of Curriculum Checklists to Effectively Implement Mainstreaming
PRESENTER: Bonnie Strickland, Clinical Instructor and doctoral student, University of North Carolina, Chapel Hill

TITLE: A New Literature: The Rhetoric of Mainstreaming
PRESENTER: Maynard Reynolds, Leadership Training Institute, University of Minnesota

TITLE: Leadership Training Institute Materials
PRESENTER: Karen Lundholm, Leadership Training Institute, Minnesota

TITLE: Competency-Based Teacher Training: A Demonstration of Vermont's Responsive Teacher Program
PRESENTER: Doug Robie, Coordinator, Responsive Teacher Program; Mary Pierce, Lecturer; Carol Burdett, Lecturer; Special Education Area, University of Vermont, Burlington, Vt.

TITLE: Youth Participation in School Climate Development
PRESENTER: Doug Grant, LEAA Schools, Initiative Evaluator, Social Action Research Project Center, Nicasio, Calif.

TITLE: Toward a Normalized Environment for All
PRESENTER: David Riley, Director, The Boston Project, Boston, Mass. and Charles Johnson, Superintendent of Schools, Montpelier, Vt.

TITLE: Deinstitutionalization
PRESENTER: Charles Johnson, Superintendent of Schools, Montpelier, Vt. and David Riley, Director, The Boston Project, Boston, Mass.

TITLE: Factors Related to Successful Community Adjustment
PRESENTER: Bruce Balow, Professor of Special Education, Director of Autism Program, University of Minnesota

TITLE: Human, Legal, Social and Other Ramifications of Deinstitutionalization
PRESENTER: Robert Smilovitz, Director of Special Education and Principal of Ira Allen School, Burlington Public Schools, Burlington, Vt.

TITLE: Parent Advocacy
PRESENTER: Neil Mickenberg, Attorney, Project Director, Vermont Developmental Disabilities Advocacy Project, Burlington, Vt.

TITLE: Assertive Parent Advocacy: A Positive Force
PRESENTER: Marie Blackburn, Project Coordinator, Title VI-G, Minneapolis, Minn.

TITLE: The Role of Parent Advocacy Groups in the Drafting of Proposed Legislation
PRESENTER: Joe Clair, Attorney, Office of Human Rights, Washington, D.C.

TITLE: Child Advocacy by Parents and Professionals
PRESENTER: Cynthia Gilles, State Department of Education, Boston, Mass.

TITLE: Parent Advocacy Discussion Group
PRESENTER: Tom Pepe, Superintendent, Windham, Conn.

TITLE: Mainstream Issues: Impact Upon the Public School in Vermont
PRESENTER: Pat Zyber, Coordinator, Title I and Special Programs, Chittenden Central School, Essex Jct., Vt.

TITLE: Mainstreaming Issues
PRESENTER: Mabel Smith, National Teacher Corps

Tuesday's Theme: DELIVERY AND TRAINING SYSTEMS

TITLE: Delivery and Training Systems: Evaluation Issues
PRESENTER: Bruce Balow, Professor of Special Education, Director of Autism Program, University of Minnesota

TITLE: Increasing In-service Training Potential: A Multiplier Model for Training Teacher Trainers
PRESENTER: Marie Blackburn, Project Coordinator, Title VI-G, Minneapolis, Minn.

TITLE: Working with Learners with Special Needs in the Regular Classroom
PRESENTER: Clarence Calder, Professor, University of Connecticut, Storrs, Conn.

TITLE: Locating, Reading, Understanding and Applying Applicable Case Law
PRESENTER: Joe Clair, Attorney, Office of Human Rights, Washington, D.C.

TITLE: Delivery and Training Systems
PRESENTER: Jody Delehanty, Lecturer, Physical Therapy, University of Vermont, Burlington, Vt.

TITLE: The Massachusetts Special Education Manpower Project
PRESENTER: Cynthia Gilles, State Department of Education, Boston, Mass.

TITLE: Preparation of Vocational Education Personnel to Work with Special Needs Students
PRESENTER: Al Lampe, Director, Vocational Special Needs Teacher Development Program, College of Agriculture, University of Vermont, Burlington, Vt.

TITLE: Delivery and Training Systems
PRESENTER: Jo Loughnane, Teacher, Diagnostic/Prescriptive Teacher Program, George Washington University, Washington, D.C.

TITLE: Generic Programs for Children with Exceptional Educational Needs: Ages 3-5 years
PRESENTER: John Melcher, Bureau for Handicapped Children, State Department of Public Instruction, Madison, Wis.

TITLE: Delivery and Training Systems
PRESENTER: Bud Meyers, Teacher Corps, University of Vermont, Burlington, Vt.

TITLE: Onsite Tour of Consulting Teacher Program in Action
PRESENTER: Ann Nevin, Assistant Professor, Special Education, University of Vermont, Burlington, Vt.

TITLE: Planning for Mainstreaming in Small Rural Schools
PRESENTER: John Meagher, Wilder Elementary School, Wilder, Vt.

TITLE: Teacher In-service Education: Right or Responsibility? Or is it Really Possible in Rural Areas
PRESENTER: Jill Otten, Visiting Fellow in Education, OPTIONS Project, Dartmouth College, Hanover, N.H.

TITLE: Effecting Interdisciplinary Exchange
PRESENTER: Blanche Podhajski, Director, Center for Disorders of Communication, Medical Center Hospital of Vermont, Burlington, Vt.

TITLE: Occupational and Physical Therapy in the School Systems
PRESENTER: Stephanie Presseller and Linda Horowitz, Sargent College of Allied Health, Boston, Mass.

TITLE: Field Based Training for Regular and Special Education Personnel
PRESENTER: Herb Reith, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Ind.

TITLE: Delivery and Training Systems
PRESENTER: William Smith, Director, National Teacher Corps

TITLE: Training for the IEP(Individualized Education Plan): An In-service Model
PRESENTER: Ann Turnbull, Assistant Professor and Director of Mainstreaming, Division of Special Education and Bonnie Strickland, Clinical Instructor and doctoral student, University of North Carolina, Chapel Hill, N.C.

TITLE: Overview of the Teaching Training Program
PRESENTER: Glee Bentley, Education Service Center, Austin, Texas

TITLE: Diagnostic Approach to Curriculum Development (DACD)
PRESENTER: Clarence Calder, Professor, University of Connecticut, Storrs, Conn.

TITLE: A Starting Point: Parent Interview
PRESENTER: Jody Delehanty, Lecturer, Physical Therapy, University of Vermont, Burlington, Vt.

TITLE: Giving Triumph a Chance
PRESENTER: Suzanne Ferland, Communications Coordinator, Vermont's Title VI-G Child Services Demonstration Center, Chittenden South School District, Hinesburg, Vt.

TITLE: Higher Education Mini-Presentations of Mainstreaming Content
PRESENTER: Marge Gazvoda, Project Coordinator, Dean's Project on Mainstreaming, George Washington University, Washington, D.C.

TITLE: Mainstream Curriculum and Materials Development
PRESENTER: UVM Modules

TITLE: The Handicapped in Society — Schneider Curriculum
PRESENTER: Terry Hurlbert, Consulting Teacher, University of Vermont and Ruth Ellen Ross, President's Committee on Employment of the Handicapped

TITLE: Programs for the Gifted and Talented
PRESENTER: Mabel Smith, Principal, Rollingwood School, Chevy Chase, Md.

TITLE: Parent Advocacy: Does the Concept of "Normalization" Apply to Parents?
PRESENTER: Ann and Rud Turnbull, School of Education, University of North Carolina

Wednesday's Theme: IMPLICATIONS OF THE INDIVIDUAL EDUCATIONAL PROGRAM

TITLE: Teacher Rights: Implications for Mainstreaming under PL 94-142
PRESENTER: Fred Andelman, Assistant Director, Professional Development, Mass. Teachers Association, Boston, Mass.

TITLE: Training Parents About Basic Provisions of PL 94-142
PRESENTER: Neil Mickenberg, Attorney, Project Director, Vermont Developmental Disabilities Advocacy Project, Burlington, Vt.

TITLE: Civil Rights Issues: Handicapped Education
PRESENTER: Charles Johnson, Superintendent of Schools, Montpelier, Vt.

TITLE: Due Process — PL 94-142
PRESENTER: Tom Pepe, Superintendent, Windham, Conn.

TITLE: Right to Free Appropriate Public Education: Historical Perspectives
PRESENTER: David Riley, Director, The Boston Project, Boston, Mass.

TITLE: Legal Rights of Handicapped Children
PRESENTER: Joe Clair, Education Project Associates, Washington, D.C.

TITLE: Writing a Senior High IEP
PRESENTER: Alice Allnutt, Consulting Teacher, Bristol High School, Bristol, Vt.

TITLE: IEP Session: Process and Problems
PRESENTER: Lynn Baker, Consulting Teacher Program, Barretown Elementary School

TITLE: Meeting the Needs of Each Child
PRESENTER: Glee Bentley, Education Service Center, Austin, Texas

TITLE: Who's Afraid of an IEP?
PRESENTER: Marie Blackburn, Project Coordinator, Title VI-G, Minneapolis, Minn.

TITLE: Motor Programming
PRESENTER: Jody Delehanty, Lecturer, Physical Therapy, and Wes Williams, Coordinator, Development and Evaluation of Pupil Training Programs, University of Vermont, Burlington, Vt.

TITLE: Developing IEP's: Their Intent and Usefulness
PRESENTER: Lois Holbrook, School Psychologist, Early Essential Education Center, Burlington, Vt.

TITLE: IEP Workshop Sessions
PRESENTER: Jo Loughnane, Teacher, Diagnostic/Prescriptive Teacher Program, George Washington Teacher Program, George Washington University, Washington, D.C.

TITLE: Content Options for IEP's
PRESENTER: Blanche Podhajski, Director, Center for Disorders of Communication, Medical Center Hospital of Vermont, Burlington, Vt.

TITLE: How to develop, implement and evaluate IEP's
PRESENTER: Herbert Reith, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Ind.

TITLE: The Individual Education Plan: A Suggested Format for Implementation
PRESENTER: Bonnie Strickland, Clinical Instructor and doctoral student, University of North Carolina, Chapel Hill, N.C.

TITLE: Parent Participation: Individual Education Programs
PRESENTER: Phillip Mann, Director and Rose McClung, Asst. Director, Special Education on Training and Technical Assistance Center, University of Miami, Coral Gables, Fla.

TITLE: IEP's for the Severely Hearing Impaired
PRESENTER: Betty Holloway, Coordinator for Special Services Chittenden South School District, Shelburne, Vt.

Thursday's Theme: SOCIAL CLIMATE/ATTITUDES/CREATIVE POTENTIAL

TITLE: Social Climate
PRESENTER: Mary Belenky, Assistant Professor and Researcher, Institute for Developmental Education, Goddard College, Plainfield, Vt.

TITLE: Who is Being Mainstreamed? How Do You Feel? How Do They Feel?
PRESENTER: Glee Bentley, Education Service Center, Austin, Texas

TITLE: Dance/Movement: As Creative Movement in Living
PRESENTER: Jeannette Bolender, Registered Nurse and Registered Dance Therapist, Burlington, Vt.

TITLE: The Cosmic Vision
PRESENTER: Betty Boller, Professor, Teaching/Learning Specialties, University of Vermont, Burlington, Vt.

TITLE: Developing a Supportive Social Climate for Children with Special Needs
PRESENTER: Cynthia Gilles, State Department of Education, Boston, Mass.

TITLE: Attitude Changing
PRESENTER: Terry Hurlbert, Consulting Teacher, University of Vermont; Ruth Ellen Ross, President's Committee on Employment of the Handicapped

TITLE: Cooperative Learning Groups
PRESENTER: David Johnson, Associate Professor, Department of Social, Psychological, Philosophical Foundations, College of Education, University of Minnesota, Minneapolis, Minn.

TITLE: The Use of Simulation in Sensitizing Vocational Education Administrative Personnel to Issues and Problems in Special Education
PRESENTER: Al Lampe, Director, Vocational Special Needs Teacher Development Program, College of Agriculture, University of Vermont. Burlington, Vt.

TITLE: The Transpersonal Self
PRESENTER: David Osgood, Asst. Director, Center for Service Learning, Carla Osgood, Personal Growth and Women's Group Leader and Connie Leean, Co-Director, Mainstream Grant, Asst. Dean and Asst. Professor, College of Education and Social Services, University of Vermont, Burlington, Vt.

TITLE: Human Ecology
PRESENTER: Mark Smith, Lecturer, College of Education and Social Services, University of Vermont, Burlington, Vt.

TITLE: Establishing a Positive Social Climate in the Classroom
PRESENTER: Herbert Reith, Director, Child Demonstration Center, Indiana University, Bloomington, Ind.

TITLE: Affective Education: Being Part of the Solution
PRESENTER: Fenn Rider, Principal, Thayer School, Burlington, Vt.

TITLE: Social Climate-Positive-Negative
PRESENTER: Mabel Smith, Principal, Rollingwood School, Chevy Chase, Md.

TITLE: Developing Understanding of Self and Others
PRESENTER: Jody Witham, College of Education and Social Services, University of Vermont, Burlington, Vt.

Friday's Theme: RESEARCH AND EVALUATION

TITLE: Research in the Classroom
PRESENTER: Pat Carini, The Prospect School, Bennington, Vt.

TITLE: Research in the Classroom
PRESENTER: Ken Fishell, Associate Dean, College of Education and Social Services, University of Vermont, Burlington, Vt.

TITLE: Research in the Classroom
PRESENTER: David Johnson, Associate Professor, Department of Social, Psychological, and Philosophical Foundations, College of Education, University of Minnesota Minneapolis, Minn.

TITLE: Research in the Classroom
PRESENTER: Dean Corrigan, Dean, College of Education, University of Maryland

TITLE: Life-Long Learning by Handicapped Persons
PRESENTER: Joanne Chickering, Counseling Psychologist, Center for Student Development, Memphis State University

TITLE: Consulting Teacher Program Validation
PRESENTER: Martha Knight, Lecturer and Chairperson, Special Education Area, College of Education and Social Services, University of Vermont, Burlington, Vt.

TITLE: Mobility of the Handicapped Student: Problems and Suggestions — Blindness
PRESENTER: Alan Dalton, Office of Employment of the Handicapped, Montpelier, Vt.; Joyce Swan-Keeler, College of Education and Social Services, University of Vermont, Burlington, Vt.

TITLE: Architectural Barriers: An Overview for Educators
PRESENTER: Peter Grassodonia, Office of the Employment of the Handicapped, Montpelier, Vt.

TITLE: Epilepsy
PRESENTER: Stan Emery

TITLE: Learning Disabilities — Overview for Educators
PRESENTER: Diana Bander, Assistant Professor, Goddard College, Plainfield, Vt.

TITLE: Speech, Hearing and Language
PRESENTER: Mary Wilson, Associate Professor, Communications Department, College of Arts and Sciences, University of Vermont, Burlington, Vt.

TITLE: Cerebral Palsy
PRESENTER: Ellie Guerrero, Coordinator of Follow-Up Services, Vt. Achievement Center, Rutland, Vt.

TITLE: Mental Retardation
PRESENTER: Chris Morgan and Fay Charles, Vermont State Department of Education, Special Education Consultants, Division of Special Education and Pupil Personnel Services, Montpelier, Vt.

TITLE: Deinstitutionalization: The Massachusetts Experience
PRESENTER: Robert Coates, Harvard Center for Criminal Justice, Harvard Law School, Cambridge, Mass.

TITLE: Alternative Approaches to Conducting Evaluation Studies
PRESENTER: Robert Carlson, Chairperson, Organizational and Human Resource Development, Professor, Educational Administration and Planning, University of Vermont, Burlington, Vt.

TITLE: Responsive Evaluation
PRESENTER: Dennis Gooler, Area of Instructional Technology, Syracuse University, Syracuse, N.Y.

TITLE: Keeping Records Simple
PRESENTER: Paul Graubard, writer and psychologist, consultant for school systems and treatment centers, Lenox, Mass.

TITLE: Evaluation of Local Education Association
PRESENTER: David Riley, Director, The Boston Project, Boston, Mass.; Charles Johnson, Superintendent of Schools, Montpelier, Vt.

TITLE: None of the Above: The Case Against Standardized Testing
PRESENTER: Martin Haberman, Dean, Division of Urban Outreach University of Wisconsin, Milwaukee, Wis.

TITLE: Facilitative Evaluation
PRESENTER: Pam Miller and Barbara McDonald, College of Education and Social Services, University of Vermont, Burlington, Vt.

TITLE: Practical Methods of Evaluating Instructional Programs
PRESENTER: Herbert Reith, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Ind.

CONFERENCE FACULTY

ALICE ALLNUTT

Alice Allnutt is an intern in the Consulting Teacher Program at the University of Vermont. She is employed full time by Mt. Abraham High School in Bristol, Vermont. She is involved in providing teacher and parent training to effect academic progress for approximately 40 deficit learners in Grades 7-12. Prior to this, Ms. Allnutt served as a consultant to teachers concerned with mainstreaming special education students in Falls Church, Virginia. She also worked in the resource room providing direct service to students with mild handicaps.

FRED ANDELMAN

Fred Andleman is assistant director of Professional Development for the Massachusetts Teachers Association (MTA). He also serves as a consultant to MTA's Committee on Special Education. He acts as liaison with the Massachusetts Department of Education for Special Education programs and policy development. He is a member of the National Education Association staff group on PL 94-142. He is also Project Director for MTA's teacher education training programs on mainstreaming. He also serves as advisor to Massachusetts Association of Retarded Citizens, Massachusetts Association for Children with Learning Disabilities.

LYNN BAKER

Lynn received an M.Ed. in Learning Disabilities from Trenton State College and an M.Ed. in the Consulting Teacher Program from the University of Vermont. She has had experience in coordinating and assisting in initial state efforts at development of IEP format and process. She participated in the Northeast Learning Resources System planning efforts for IEP's. She also was involved in developing IEP's for handicapped students as Coordinator of Consulting Teacher Program, Orange Washington Supervisory Union.

BRUCE BALOW

Bruce Balow is Professor of Special Education and Director of the autism program at the University of Minnesota, Minneapolis. His work experience includes elementary school teaching, clinical psychological diagnosis and treatment of children and adults, research, administration and teaching at the University; Federal bureaucrat; lobbying for state and federal legislation affecting the handicapped; consultant on the handicapped to Legal Aid Society of Minneapolis on the Welsch *v.* Likens and similar right to treatment cases; member of state hospital review board and state developmental disabilities advisory council; member of the policy board of Evaluation Training Consortium at the University of Virginia.

DIANA BANDER

Diana Bander is the Director of Masters Program in LD at Goddard College and the Learning Skills Center. She has been a teacher trainer in learning disabilities for the past 10 years. She has written and produced a TV series "Reach Me, Teach Me."

TOM BEHRENS

Tom Behrens is a project officer in the Division of Personnel Preparation, the Office of Education's Bureau for the Education of the Handicapped. He oversees projects in several areas, including Arkansas, New York, Puerto Rico and the Virgin Islands. Project officers also have assigned advocacy or program areas and Tom's include (1) Deaf and Hard of Hearing, (2) Regular Education Pre-Service, (3) Severely Handicapped, (4) Learning Disabilities. Tom is a native of Switzerland and came to the States in 1960. He finished his doctorate at Northwestern in the area of Learning Disabilities and Deaf Education.

MARY BELENKY

Mary Belenky is the Co-Director of the Goddard Teacher Corps Institute in Developmental Education — a program that provides in-service training for teachers so that they may more fully understand and meet the developmental needs of their students. Her research interests include: the role of conflict in moral development; the role of moral development in fertility control; and the developmental patterns of normal and delinquent adolescents. She is currently completing the Ed.D. in developmental psychology with Lawrence Kohlberg and Carol Gilligan at Harvard University Graduate School of Education.

GLEE BENTLEY

Glee Bentley is currently employed by the Region XIII Education Service Center in Austin, Texas. Her position is project director of a grant from the Women's Educational Equity Act Program. This program is involved in developing training materials that address the issue of sexrole stereotyping in the educational system. The materials will be used by teachers, counselors, administrators, pre-school personnel, parent and community groups and school volunteers. The materials are multi-media, involve active participation by participants, and are developer-free. They will be disseminated nationwide. Ms. Bentley has been actively involved in materials development and teacher training for ten years. Materials development activities have included: (1) curriculum developer for the Multicultural Social Education Program, a social studies curriculum for Grades 1-3 published by the National Educational Laboratories Publications; (2) co-author of *An Open Classroom*, a manual of low cost, high involvement language arts activities developed under Title I funds; (4) and the following multi-media teacher training kits: Small Group Instruction; Managing an Individualized Classroom; Structuring for Variety — Meeting the Needs of Individual Students; Appreciating Language and Dialect Differences in Students; and the Teacher Training Program — Mainstreaming Mildly Handicapped Students into the Regular Classrooms. Areas in which Ms. Bentley has delivered training to teachers include: innovative language arts games and activities; individualizing instruction; foreign language instruction; using the creative arts in the classroom; working with special education students; awareness training in sex-role stereotyping; and other workshops focusing on maximing the potential of individual children.

MARIE BLACKBURN

Marie Blackburn has been in varying roles in special education since 1966: 1) resource room, elementary level; 2) department chairman, junior high; 3) demonstration teacher and practicum supervisor, University of Minnesota; (4) coordinator for Special Program for Severely Learning Disabled Students; (5) project coordinator, Title VI-G. This project has trained over 200 teachers in 17 school districts in *Systematic Instructional Management Strategies* during its two years of funding.

JEANNETTE BOLENDER

Jeannette Bolender is a registered nurse and registered dance therapist currently in private practice as a dance movement psychotherapist. She began her pioneer work in dance movement therapy in Burlington, Vt. in Christ Church Presbyterian. She has been employed at the Medical Center Hospital of Vermont, at which time, she established a working program with patients and staff. She also established an internship program for Masters students in dance therapy. Although Ms. Bolender is in private practice, she continues to do consulting work at the Medical Center Hospital, teaches students at UVM and VICI and does workshops at the UVM Church Street Community Center.

BETTY BOLLER

Betty Boller has been a member of the UVM faculty since 1960. She has taught courses in philosophy, psychology, and sociology. She is particularly interested in the so-called "Consciousness Movement" and the field of parapsychology. She started the UVM Society for Parapsychological Research in 1976. Dr. Boller has studied the transpersonal psychologies for many years, and developed a graduate course in consciousness research last year. Dr. Boller received an Ed.D. from Harvard University and an M.Ed. from the University of Louisville

CAROL BURDETT

Carol Burdett is a lecturer in the Special Education Area of the College of Education and Social Services at the University of Vermont. She is involved with the Responsive Teacher Program, an undergraduate program designed to train regular classroom teachers with special education skills. Prior to this, she spent ten years in Vermont schools as a classroom teacher. Mrs. Burdett has conducted research in the area of minimum curriculum objectives for the basic skills areas. Currently she is working with a local school district to develop a set of curriculum objectives in mathematics along with a systematic recording procedure.

CLARENCE CALDER

Clarence Calder is currently Professor of Education at the University of Connecticut. He has served as an instructor in Industrial Arts, taught prospective teachers in the areas of Elementary and Special Education at State College in Fitchburg, Massachusetts. He has been a supervisor of student teachers and an instructor in Industrial Arts at State College in Fitchburg. Dr. Calder has also taught grades 6-12. Dr. Calder received his Ph.D. from the University of Connecticut and his M.Ed. from Northeastern University. Dr. Calder has published extensively.

ROBERT CARLSON

Robert V. Carlson is currently chairperson of the Organizational & Human Resource Development Area in the College of Education and Social Services at the University of Vermont, and a Professor of Educational Administration and Planning. In addition to his specialized knowledge and teaching activity in program evaluation, political processes, and systems analysis and planning, Dr. Carlson has acted as an evaluation consultant and conducted numerous workshops, conferences on program and personnel evaluation. He recently presented at AERA a paper on the "Politics of Evaluation" which reflects a current interest concerning the field of evaluation.

JOANNE CHICKERING

Jo Chickering is a Counseling Psychologist in Center for Student Development at Memphis State University. She has a B.A. from Simmons, an M.Ed. from UVM and a Ph.D. in Counseling Psychology from Union Graduate School. Her dissertation thesis was "Six Years in the Lives of Six Women Returning to School After Motherhood." She has set up Career Development programs for 90 women, has developed an assertiveness packet, and has conducted research in evaluation centers. Her husband, Art, and she have just had published a chapter on "Life-Long Learning" in Maynard Reynold's book, *Futures of Education for Exceptional Students: Emerging Structures*.

JOE CLAIR

Joe Clair is an attorney in the Office of Human Rights, in Washington, D.C. He has served as consultant and lecturer at the following institutions: Howard University, Center for the Study of Handicapped Children and Youth; and the Mainstreaming Project, District of Columbia Teachers College; George Washington University, and Gallaudet College. He has been a guidance counselor at Lincoln High School in Charleston, Missouri and taught in public schools in Kansas City and Washington, D.C. He has served as Special Assistant for the Implementation and Monitoring of the Decree in Mills *v.* D.C. Board of Education (Special Education), Office of the Superintendent of Schools, Washington, D.C. Mr. Clair received his law degree from Howard University in Washington, D.C.

ROBERT COATES

Robert B. Coates has co-directed, with Lloyd Ohlin and Alden Miller, a six year study of the Massachusetts Department of Youth Services deinstitutionalization effort looking at organizational change processes and program impacts for youth. He has also directed a police-citizen interaction study as part of the Center's methadone study based in New York City. In addition, he is currently a Visiting Lecturer on Ministry and Juvenile Justice at the Harvard Divinity School. He has also served as a consultant and as a member of various advisory boards locally and nationally in the area of juvenile justice and evaluation.

DEAN C. CORRIGAN

Dean C. Corrigan is an educator, administrator, researcher, and writer. His written works on teacher education and the future of schools are voluminous. In addition to his many administrative responsibilities such as Dean of the College of Education and Social Services at the University of Vermont, Dean Corrigan has acted as consultant to numerous programs, including the Program Resources Division of the Bureau of Educational Personnel Development, HEW, in the U.S. Office of Education, and While in Rochester, he also was University Director of the Center for Cooperative Action in Urban Education (from 1964-66) and was director of an inter-University Experimental Program Project involving Cornell University, Syracuse University and the University of Buffalo. Some recent professional activities of Dean Corrigan included being project coordinator of an international study of the Uses of Adult Learning Theory in Designing New Approaches to Continuing Education and delivering the keynote address at the World Assembly sponsored by the International Council of Education for Teaching. As of September, 1977, Dean Corrigan is the Dean of the College of Education in the Division of Human and Community Resources, University of Maryland.

ALAN DALTON

Alan Dalton, job coordinator for the Office of Employment of the Handicapped, lost his sight at the age of thirteen in a dynamite explosion. Shortly thereafter, he enrolled in Perkins Institute for the Blind in Boston, Massachusetts, where he undertook college preparatory coursework. After 6 years at Perkins, he returned to Vermont to finish his senior year at South Burlington High School, where he played in the line on the football team. He also was involved in gymnastics, wrestling and soccer in addition to other school activities. Mr. Dalton, a masters student in Geography (State Regional Planning), plans to focus his professional career on job development for rehabilitation services. He is most interested in facilitating opportunities for the visually and physically handicapped to become classroom teachers.

JODY DELEHANTY

Jody Delehanty is a lecturer in Physical Therapy at UVM. She also serves as physical therapy consultant with the Vermont Health Department clinics for handicapped and developmentally disabled children and works with United Cerebral Palsy of Vermont, Inc. to improve the quantity and quality of services to children throughout Vermont. Ms. Delehanty is a member of the Vermont Interdisciplinary Team dealing with the programming of severely or profoundly multi-handicapped children in educational programs. She is an active member of the American Physical Therapy Association and a committee member of the National Pediatric Section. Interests include: developing service delivery patterns for children with motor handicaps throughout the range of severity, programming for adolescents, and mainstreaming issues.

SUZANNE FERLAND

For the past three years, Suzanne Ferland has been coordinator of project communications for the Title VI-G, which received federal funding as one of 29 child demonstration models for integrating handicapped children in the regular classroom. She has been responsible for developing all materials, written-visual for public dissemination, both locally and federally to both educators and parents. She has been responsible for working with an advisory committee of 22 persons (parents and educators) to decide directions to take on a federally funded grant. She has been responsible for reporting to federal monitors.

KENNETH FISHELL

In September, 1977, Ken Fishell became Acting Dean, College of Education and Social Services, UVM. Before coming to Vermont in 1971 as Associate Dean and Professor of Education, Dr. Fishell was a faculty member and Associate Director for Research and Development in the Area of Instructional Technology at Syracuse University. As Associate Dean and Professor of Education and Social Services at UVM, Dr. Fishell has focused on college planning and budgeting, outreach programs with State Colleges and educational planning with Human Service agencies in Vermont, New Hampshire, and Maine. Currently, he serves as a liason to the Vermont Agency for Human Services, Community College of Vermont and Far West Laboratories. He has published articles on mental retardation and mainstreaming, programmed instruction, educational research, learner verification and visual literacy.

JEAN S. GARVIN

Jean Garvin is State Director of Special Educational and Pupil Personnel Services in the Vermont State Department of Education. Ms. Garvin has been instrumental in developing a statewide system of special educational services for Vermont's handicapped children, including the adoption of the Consulting Teacher Program for handicapped children in regular classrooms in Vermont. She holds the MA degree from the University of Iowa and has had prior experience as a psychologist in the Department of Education, teacher of nursery school, and fourth grade teacher in Iowa, and as an instructor at Johnson State College.

MAJORIE W. GAZVODA

Marjorie Gazvoda is a Ph.D. candidate at American University in Washington, D.C. and received an MA in Special Education from George Washington University. She is currently project coordinator, Dean's Grant on Mainstreaming in the School of Education at George Washington University. She has held staff positions at George Washington University since 1972 including Research Consultant, Special Project Grants, Department of Special Education; Research Instructor, Department of Education; and Instructor, Department of Special Education.

CYNTHIA GILLES

Ms. Gilles holds B.A., B.S., and M.S. degrees from the University of Chicago and is currently a doctoral student in the Department of System Development and

Adaptation (Administration) at Boston University School of Education. She was coordinator of Early Childhood Activities and subsequently Coordinator of Training Activities and Materials at the New England Special Education Instructional Materials Center. Her role as Coordinator of Special Education Manpower and Training in the Massachusetts Office of Educational Affairs led to her current roles as Director of the BEH funded Special Education Manpower Project and Coordinator of Project RETOOL for the Massachusetts Department of Education. She has been active as a consumer and child advocate throughout her professional career.

DOUGLAS GRANT

Douglas Grant is co-originator of New Careers and contributor to New Careers for the Poor. He is co-author of Agents of Change: A Study in Police Reform. He is co-investigator: Offenders as Social Change Agents. He has been principal investigator: An Education Model for Chicano Mental Health Workers. He is co-director: LEAA Schools Initiative Evaluation and president of Social Action Research Center.

PETER J. GRASSADONIA

Peter J. Grassadonia lives in Bradford, Vermont and has been executive secretary of the Governor's Committee on Employment of the Handicapped since 1973. He has been involved in the problems of architectural barriers most of his life and studied in the field of architectural barriers. He has attended the University of Pennsylvania, Rochester Business Institute and studied law at Cornell University. He is a member of the following groups: Secretary of Human Services Council for the Disabled; Vermont Coalition of the Handicapped; Executive Board of the President's Committee on Employment of the Handicapped; Physically Disabled Association; Group VI (an organization that deals with employment for the handicapped); State Director of The White House Conference on Handicapped Individuals. He is also involved in the field of job developing and education for the handicapped at the federal level. He has assisted in developing regulations for 503 and 504 of the Rehabilitation Act in this area. He is the publisher of the newspaper, *Vanguard*.

PAUL GRAUBARD

Paul Graubard is a writer and psychologist who lives in Lenox, Massachusetts. Massachusetts. His latest book, *Positive Parenthood — A Guide to Solving Parent Child Conflicts through Behavior Modification*, was published in May by Bobbs Merrill. An adaptation of the book appeared in *McCall's* that month and the book was excerpted in *Woman's Day* in the fall. Dr. Graubard has authored or co-authored 4 books and numerous journal and magazine articles. He is now in private practice in Lenox and consults with school systems and treatment centers. In addition, he helps with the raising of 4 children. Dr. Graubard is a former elementary and junior high school teacher and was on the faculty of Yeshiva University for 9 years where he directed a teacher training program for emotionally disturbed children. He is an Associate Editor of *Exceptional Children* and a guest reviewer for the *Journal of Applied Behavior Analysis*. He is currently working on a novel which takes place in rural Massachusetts.

ELEANORE GUERRERA

Eleanore Guerrera is a full time Coordinator of Follow-up Services at Vermont Achievement Center in Rutland. The Vermont Achievement Center is a children's rehabilitation center (physical handicaps, learning disabilities and perception disorders). She follows up on those children who have left the Center by doing post-discharge planning. She is also a part-time faculty member at Castleton State College, teaching Public Health and Community Nursing. She received her R.N. from St. Mary's School of Nursing in Waterbury, Connecticut, her B.S. from the University of Connecticut in Bridgeport: and her M.S. from Boston University.

MARTIN HABERMAN

Martin Haberman is dean of the Division of Urban Outreach created by the University of Wisconsin Board of Regents to integrate and apply the resources of the University of Wisconsin to problems of modern urban society. Non-credit teaching, research and services are offered in the areas of transportation, consumer affairs, social services, community development, industrial relations, urban planning, education of public officials, law, and programs for the elderly. Prior to assuming this position, Dr. Haberman was a Professor of Education. He has had three books and dozens of articles published — mostly in the area of teacher education — but all aimed at equalizing opportunities for all. As a consultant on the federal, state and local levels, Dean Haberman has been influential in the areas of policy making, legislation and the setting of fiscal priorities. More recently, he has been making television programs and films. His latest film, "None of the Above," which deals with the evils of standardized testing will be available in Fall, 1977.

LOIS HOLBROOK

Lois Holbrook has ten years experience as a school psychologist and 4 years as director of pre-school programs for handicapped children, which has provided her with a continuum of experiences with children with learning problems. These experiences have included assessment, placement, teacher supervision and monitoring of programs for children and youth from birth to 21. It has also included work with interdisciplinary teams (Educator, M.E., PNP, Social Worker, Physical Therapist, Occupational Therapist). She has had extensive training in parent counseling.

LINDA HOROWITZ

Linda Horowitz began work as a staff physical therapist in a general hospital in 1969. She was on staff at Fernald State School from 1971-73; then worked at the Lindeman Mental Health Center in school consultation to pre-school programs, public schools and head start and early intervention programs. She is presently on the faculty in the Physical Therapy Department at Sargent College of Allied Health Professions, Boston University.

TERRY HURLBERT

Terry Hurlbert was born and raised in New Orleans, Louisiana. She graduated from Brandeis University in 1966 and started teaching on an Emergency Proba-

tionary Certificate. She has taught in elementary school for 9 years in Canaan, Vermont. She has taught in self-contained 2nd grade, team taught an open 1-3 situation, self-contained 4th grade, and team taught a 4-5 classroom. She joined the Consulting Teacher Program in the summer of 1976, completed the masters program in Special Education in 1977, and has served as Special Services Coordinator in the Essex-North Supervisory Union since 1976-77.

CHARLES JOHNSON

Charles (Pete) Johnson has been Superintendent of Schools in Vermont for 16 years. He has been involved with early Massachusetts Special Education Programs. He developed and implemented a CTP program and support system for an 8 town rural supervisory district in Vermont. He has served on the State Special Education Advisory Council for the past four years. He developed and implemented a support system for Grades K-6 for handicapped children in Montpelier. He served on a committee that assisted in developing basic competencies for the general administrator in working with educationprograms for the handicapped.

DAVID JOHNSON

David Johnson is an Associate Professor at the University of Minnesota. He is the author of 60 research articles and ten books, including *Social Psychology of Education*, *Reaching Out*, and *Joining Together*. He has had extensive experience as an NTL Associate, consultant, group leader and psychotherapist. His brother, Dr. Roger Johnson, has extensive classroom teaching and has been actively associated with the areas of inquiry teaching, open education, informal teaching (British style), science education and ecology. Besides the numerous articles he has written, Roger is co-author with David of the book, *Learning Together and Alone*. The Johnsons have developed and disseminated researched practices to enable teachers to increase the social acceptance and academic achievement of *all* children, including the handicapped.

MARTHA KNIGHT

Martha Knight is the Chairperson of the Special Education Area in the College of Education and Social Services at the University of Vermont. Mrs. Knight is a lecturer in Special Education. She was educated at Tufts University, the University of Vermont and is currently a doctoral candidate at Boston University, Department of Systems Adaptation and Development. She holds a masters degree in counseling and special education. She is past chairperson of the Board of Consulting Teacher Examiners and past president of the Vermont Council for Exceptional Children. Her experience includes teaching in the regular classroom.

ALBERT LAMPE

Al Lampe is currently project director, Vocational Special Needs Teacher Development Program, Department of Vocational Education and Technology, College of Agriculture, UVM. He is regional vice president, National Association Vocational Education Special Needs Personnel (NAVESNP); editor, national NEWSNOTES; Secy-Treas., Vermont Association Vocational Education Special

Needs Personnel. He was formerly on the Special Education faculty, Rutgers in New Jersey; Assistant Director Special Education Westchester County BOCES; Associate Commissioner of Education, Government of American Samoa. He is adjunct faculty member in the Special Education Area in the College of Education and Social Services, UVM.

CONNIE LEEAN

Connie Leean teaches educational foundations courses in the College of Education and Social Services at UVM as well as co-directing the Dean's Grant. In the capacity of Assistant Dean, she has coordinated several faculty task groups including the Human Service Education Committee which is developing an interdisciplinary undergraduate major for educators who choose to work in human service settings. Her avocation is music and drama and she has recently collaborated with another woman in writing a musical play.

JO LOUGHNANE

Jo Loughnane has been teaching in the Diagnostic/Prescriptive Teacher program at George Washington University for the past two years. This is a masters program training experienced teachers to serve as consultants to both regular and special education teachers to assist in mainstreaming. Additionally, she has taught special education at the elementary level for 6 years in Hull, Massachusetts. During this time, she served as Core Evaluation Chairperson. Ms. Loughnane received a master's in Special Education from Boston College and a B.S. in Elementary Education from the University of Massachusetts. She is currently completing her doctorate at George Washington University.

PHILLIP H. MANN

Mann was the Director, Programs in Learning Disabilities (1968-74), Coordinator of Special Education (1970-74), and is Director, Special Education Training and Technical Assistance Center (1974 —) at the University of Miami. He has been involved in the development and implementation of training programs for professionals at many levels who will be developing individualized plans for students exhibiting variability in the classroom.

EDWIN W. MARTIN, JR.

Edwin W. Martin, Jr., has recently been appointed Associate Commissioner of the Bureau of Education for the Handicapped, in HEW's U.S. Office of Education. He has been Deputy Associate Commissioner of the Bureau since 1967 and has been serving as its acting director since last September, when Associate Commissioner James J. Gallagher, who had headed the Bureau since its inception, became Deputy Assistant Secretary Commissioner for Planning, Research and Evaluation. Dr. Martin began his career in Government as a consultant to the Office of Education in 1965. In 1966, he became Director of the Ad Hoc Sub-committee on the Handicapped, Committee on Education and Labor, House of Representatives. The Bureau of Education for the Handicapped is responsible for the Federal Government's effort to educate handicapped children. It was established in January 1967 to implement a

major section of Title VI of the Elementary and Secondary Education Act. It presently directs 13 programs funded with approximately $100 million. The programs encompass activities such as the training of teachers and allied specialists who provide special education to handicapped children; support for research and demonstration; and grants to the states for education of handicapped children and the development of education materials and media. In addition, the Bureau monitors approximately $75 million of programs in which handicapped children are served under broader programs of aid to disadvantaged children and vocational education. Dr. Martin holds an A.B. degree from Muhlenberg College, an M.A. from the University of Alabama, and a Ph.D. from the University of Pittsburgh. From 1960 to 1966, he taught at the University of Alabama serving as Associate Professor of Speech, Associate Professor of Speech Pathology in the University's Medical School, and as Co-director of the University's Speech and Hearing Clinic. He is the author of numerous articles and papers dealing with early childhood education, Federal education efforts, and the treatment of communication disorders.

JOHN MEAGHER

John Meagher is director of Pupil Personnel Services and Special Educational Programs for the Town of Hartford, Vermont public schools. He is LEA contact person for the UVM Teacher Corps Project and participant in National Leadership Conference on Special Education, Minneapolis, Minnesota, 1975. He received a B.A. from Georgetown University in Washington, D.C. and an M.Ed. from the University of Vermont.

JOHN MELCHER

John Melcher is past president of the International CEC and State Directors of Special Education. He is past president and co-founder of the Foundation for Exceptional Children. He is a member of the National Advisory Committee on Education of the Handicapped and the National Advisory Committee on the Education of the Deaf. He is the author of 50 book chapters and national journal articles. He was Assistant State Superintendent in the Wisconsin Public Schools for 18 years. He has served as consultant in 40 states and 200 local education associations in all divisions of USOE BEH and US government exchange in Special Education to the Soviet Union and the Netherlands. He served as a consultant on the President's Panel on Mental Retardation.

H. W. MEYERS

As Director of the Vermont Teacher Corps, Dr. Meyers' chief interest has been the development of experimental teacher education programs that prepare teachers to work with troubled youth. He has also designed programs in teacher education for bilingual education and for teaching children with learning and behavioral problems. During his tenure at the University of Vermont he has served on various staff development governance boards and represented Vermont higher education as chairperson of the Vermont Certification Review Board. Dr. Meyers is a visiting professor at Stanford University, 1978.

ROSE MARIE MCCLUNG

Rose Marie McClung is the assistant director of training at the Special Education Developmental and Technical Assistance Center at the University of Miami. She has been involved in working with children who have learning disabilities and as a resource teacher for the gifted. She has also served in various administrative and supervisory positions involving exceptional children. Ms. McClung has published extensively.

NEIL MICKENBERG

For the past five years, Neil Mickenberg has acted as counsel to parents of developmentally disabled persons. He is currently the Project Director of the Vermont Developmental Disabilities Advocacy Project. Prior to this, he was Managing Attorney of the Minnesota Developmental Disabilities Advocacy Project. Both projects handled numerous special education cases, and he represented many parents in special education due process proceedings. He was also co-counsel in Welsch *v.* Likens, one of the first major "right to treatment" cases in the country.

PAMELA MILLER

Pamela Miller received her Ph.D. in Instructional Technology from Syracuse University. She has been involved in a number of evaluation projects including an ongoing evaluation of the L/L Center at UVM. This past year, she was the evaluation director for the Vermont Teacher Corps.

ANN NEVIN

Ann Nevin is an associate chairperson and assistant professor in special education at the University of Vermont. She is the director of Special Education Area summer programs and serves as an adjunct professor in Organizational and Human Resources Development in the College of Education and Social Services at the University of Vermont. Dr. Nevin received her M.Ed. in special education from the University of Vermont and is a licensed consulting teacher. She received her Ed.S in Educational Administration from the University of Minnesota in 1976 and her Ph.D. in educational psychology from the same institution in 1977. She has served as a consultant since 1972, with the faculty and administrators of Vermont junior-senior high schools in in-service teacher training in special services; as a consultant with administrators and teachers (Vermont, Minnesota and Canada) to develop effective communication/dissemination systems to enable replication of the minimum objective measurement systems; and as a consultant with educational administrators in the establishment of programs for teachers and children.

JOHN OHAUS

John Ohaus was Co-director of the Dean's Mainstreaming grant at the University of Vermont, Director of Teacher Corps-Mainstream Program; Summer '77 FAPE Institute. He is currently Director of Pupil Personnel Services and Special Education for the Hartford School District. There he will be responsible for the district, state, federal and local programs for the handicapped (Ages 1-21).

CARLA & DAVID OSGOOD

Carla and David Osgood work both as a team and individually in a number of educational settings at UVM and in the surrounding community. After a three-year experience as teachers and educational trainers with the U.S. Peace Corps, they continued graduate work: Carla in Educational Foundations and David in Community Health. In recent years, both have become involved in teaching interpersonal communications and helping skills at UVM. David also works with student interns as Assistant Director of the Center for Service Learning and Carla continues to work with a variety of personal growth and women's groups. They have a five year old son, Adam, and live in the village of Underhill Center.

JILLIAN S. OTTEN

Jill Otten is currently a Visiting Fellow in Education at Dartmouth College, Hanover, New Hampshire engaged in research and curriculum development for non-college bound rural women. She is project director for *Resource Guide for Teacher In-Service Education* prepared under contract for USOE, Teacher Corps. She was developer and director of the ACCESS Education Center, Moretown, Vermont and former director of the COP (Career Opportunities Program). She has been a high school science teacher, college instructor and in-service coordinator. Jill's particular interests are: in-service education, paraprofessionals, alternative teacher training models, teacher centers, and science curriculum.

TOMAS PEPE

Tomas Pepe is the Superintendent of Schools in Windham, Connecticut. Throughout his career, he has held numerous administrative and teaching posts. Coupling this with his study in school law, he has a unique understanding of the rights and responsibilities of parents, schools and children. He is associated with many professional organizations including: the American Association of School Administrators, American Association on Mental Deficiency, and the Committee on Higher Education. He is also involved in the community in a number of human service groups. Dr. Pepe has published two books and several articles on schools, school law, and rights.

MARY M. PIERCE

Mary M. Pierce received her B.S. from the University of Vermont where she majored in elementary education and social sciences. She has also earned a master's degree in Special Education and a Certificate of Advanced Graduate Study in Administration and Planning at UVM. Currently she is pursuing a doctorate through Boston University. Mary has worked as a classroom teacher, consulting teacher and director of special education services. She has given numerous professional presentations and workshops around the country. She is a member of the Title IV Advisory Board and a writer for the NEWS publication. Additionally, she enjoys working with students, both on the graduate and undergraduate level.

BLANCHE PODHAJSKI

Blanche Podhajski is director of the Center for Disorders of Communication at the Medical Center Hospital of Vermont and an Associate Clinical Professor of Neurology at the University of Vermont, College of Medicine. She is a Speech/Language Pathologist with a major interest in learning disabilities and has had extensive experience in diagnostics and prescriptive programming for children with learning problems as well as in areas of in-service training for elementary and secondary educators.

STEPHANIE PRESSELLER

Stephanie Presseller served as an occupational therapist in 1958 at a school for handicapped children in California. Since that time she has worked in in-patient pediatric programs and served as a consultant to a community mental health children's service in Philadelphia and taught classes for the doubly handicapped in New York City. She is presently developing a masters program for occupational therapists, physical therapists and speech pathologists and audiologists who want to specialize in working in educational settings.

MAYNARD C. REYNOLDS

Maynard C. Reynolds is Professor of Special Education and Chairman of the Department of Psychoeducational Studies of the University of Minnesota. Early in his career, he was the Director of the Psychoeducational Clinic at the University of Minnesota and there had experience in diagnostic studies of many children and their families. Later, Reynolds headed the development of a new Special Education Department at the University. In recent years he has directed the Leadership Training Institute, a national technical assistance agency for agencies undertaking training activities related to the "mainstreaming" trend in services for handicapped students. He is co-author (Reynolds, M.C. and Firch, J.) of the book entitled *Teaching Exceptional Children in All America's Schools*, published recently by the Council for Exceptional Children.

FENN RIDER

Fenn Rider is an elementary school principal who has been interested in the affective domain of learning. For the past three years, he has directed a project for 400 students which focused on affective education. The faculty undertook a voluntary program of developing group and personal skills as a way of improving instruction.

DAVID RILEY

David Riley is director of the Boston Project and serves as liaison between the Boston Public Schools and the Massachusetts State Department of Education, Division of Special Education, in all matters related to the implementation of that state's special education law, Chapter 766. The Boston Project focuses on providing intensive consultation to the school system's administration as well as technical assistance

directed at establishing compliance with the state statute. He is a former director of Pupil Personnnel Services and has also worked with the Washington based Council of the Great City Schools an organization of the 27 largest city school districts in the country. He is the author of several documents related to the legislative process, school finance and new special education laws.

DOUGLAS ROBIE

Douglas Robie is an Assistant Professor of Special Education in the College of Education and Social Services, University of Vermont. He completed his undergraduate training in elementary education at Central Connecticut State College. He received his Masters and Ph.D. degrees in Developmental and Child Psychology from the University of Kansas where his major advisor was R. Vance Hall. Dr. Robie's current interests are in developing quality pre-service teacher training and parent training and in enjoying the farm life in Westford with his wife, Kathlyn, and son, Mac. Additionally, he is an associate editor of *School Applications of Learning Theory*, Coordinator of the Responsive Teacher Program, and Coordinator of the Taft/Adams Parent Workshop.

RUTH ELLEN ROSS

Ruth Ellen Ross is liason officer for an eight state region, State Relations Division, President's Committee on Employment of the Handicapped. She is concerned with issues surrounding how the handicapped can benefit from vocational rehabilitation, vocational education, career education and preparation for major life activities (especially as related to work). As a political science/sociology major, with 13 years experience in public and private employment of the handicapped, she brings a wealth of experience and dedication to drafting and implementing of legislation (i.e., civil rights of the handicapped and removal of architectural barriers.

HERBERT REITH

Herbert Reith is currently the project director of the Child Demonstration Center at the Indiana University Center for Innovation in the Teaching of the Handicapped in Bloomington, Indiana. Prior to this appointment, Dr. Reith served as a school psychologist and as coordinator of special services in the public schools around Topeka, Kansas for 10 years. He obtained his doctorate from the University of Kansas with specialization in Child Development and Special Education. Dr. Reith also spent five years as a Research Associate and faculty member at the University of Kansas and has been the director of a field based training program for regular and special educators.

SISTER JANICE RYAN

Sr. Janice Ryan is the acting executive director of the Vermont Association for Retarded Citizens, as well as the executive director of the Champlain Association for Retarded Citizens. She is an assistant professor of special education at Trinity College in Burlington. She has directed the Diagnostic and Pre-school Program for Han-

dicapped Children at Trinity College. She holds memberships in many professional and honorary societies and has held administrative positions in several. In 1973, Sr. Janice was named outstanding educator of the year. Sr. Janice Ryan has worked at the state and national level in the area of rights for all handicapped children and in pushing allocation of adequate funding for these children. She received a citation from the Governor's Committee on Children and Youth for Leadership in obtaining the Rights of All Handicapped Citizens in 1975.

DAVID SHIMAN

David Shiman is an Associate Professor of Education at the University of Vermont. He received his doctorate in Comparative Education at the U.C.L.A. He taught in secondary school in Tanzania and at the University of Cape Coast in Ghana. He was also a researcher in the Institute for Development of Educational Activities (I) for two years. He has edited a book on individualized instruction entitled *Teachers on Individualization: The Way We Do It* and written on educational change in the elementary school. His articles have been published in *Teachers College Record, Peabody Journal of Education, Journal of Teacher Education, Educational Forum,* and *Educational Theory*. An article entitled "Mainstreaming: Attention for the Handicapped — Triage for the Poor?" will be published in *Learning Magazine*.

ROBERT SMILOVITZ

Dr. Smilovitz received the B.S. in Elementary Education at the University of Bridgeport in 1965; an M.A. in Special Education at Teachers College, Columbia University in 1968; and the Ed.D. in Administration of Special Education Programs at Teachers College, Columbia University in 1969. He is currently Director of Special Education for the Burlington (Vermont) public schools. His past experiences include Deputy Superintendent at Pennhurst State School in Spring City, Pennsylvania; Director of Education and Training at Mansfield Training School in Mansfield, Connecticut; Administrative Assistant at the Elwyn Institute in Elwyn, Pennsylvania; teacher of handicapped in New York City and Bridgeport, Connecticut. Dr. Smilovitz has acted as a consultant to various school districts and agencies. In addition, Dr. Smilovitz has presented at numerous state, regional and national conferences. He also has extensive publications in various journals including *Mental Retardation* and *Training School Bulletin*.

MABEL M. SMITH

Mabel Smith has worked as a classroom teacher (K-6), In-service Training teacher, supervisor of reading, television teacher and principal. She is a consultant to twelve universities, and a consultant to the Montessori Foundation. During her twelve years as principal, she has been principal of a school for low income children and a school for children with severe learning disabilities. At present, she is principal of the Rollingwood Elementary School, a school for gifted and talented children in Maryland. She received her Bachelor's degree from Lincoln University and Masters from Case Western Reserve in Ohio.

MARK SMITH

Mark Smith lives with his family of five on a small farm in the Vermont hills. His major personal avocations include his family, farming, railroads and writing. Professional interests in higher education include: alternative education, life style education, humanistic psychology, helping skills, social change, and human development (particularly psychological and sound development in young adults). He served in the Dutch and American Peace Corps, worked with Canadian Indians and taught in a variety of educational settings, including elementary schools, outward bound schools, alternative schools and seven years in outward bound higher education. He received an M.A. from the University of Vermont and Ed.D. from Boston University.

WILLIAM SMITH

William Smith has worked as a social worker, teacher, guidance counselor, assistant principal and principal. He served as Head of PACE (Programs for Action by Citizens in Education), a non-profit organization for improving education in Cuyaloga County, Ohio, centering efforts in Cleveland. In 1969, he went to Washington, D.C. and served as Division Director and Associate Commissioner of Education for the Bureau of Educational Personnel Development, and Associate Commissioner for Career Education. In 1972, he became Acting Director of the Teacher Corps, and full time Director in 1974. He has served as head of the Organization for Economic Cooperative Development, an international organization. He is also head of the Teacher Education Policy Group for the U.S. Office of Education, and is responsible for the formation of the Forum of Educational Leaders. Dr. Smith received a Bachelor's degree from Boston State College, and doctorate from Case Western Reserve University in Ohio. He also holds honorary degrees from the University of Hartford in Connecticut and Boston State College.

BONNIE STRICKLAND

Bonnie Strickland is a clinical instructor and doctoral student in the Division of Special Education at the University of North Carolina at Chapel Hill. Prior to this, she was a classroom teacher in both general and special education and most recently, an administrator in the area of special education. She is now involved as the training coordinator of the Dean's Grant Project at UNC which is directed toward the training of educational personnel to successfully implement the legal educational principles of PL 94-142 in regard to the placement of handicapped students in the least restrictive appropriate settings. She has also been involved in the development of a procedure for implementing the legislative principle of individualized instruction as manifested by the individualized education plan and has done a great deal of work in staff development and in-service training programs concerned with the development of such plans. The model for pre-service and in-service training has been presented nationally and has been well received.

JOYCE SWAN-KEELER

Joyce Swan-Keeler is a staff assistant for the FAPE Institute. In the past year, she

has traced the Anti-Slavery Underground Railroad in Vermont and has given lectures to various historical societies and schools throughout the State. A Masters degree student at the University of Vermont, she has a primary interest in higher educational administration (policy analysis) and research. She has been active in several University committees: Black Educators, Student Academic Advisory Committee for the College of Education and Social Services and the UVM Alumni Office. Ms. Keeler's other professional interests include historic site preservation, Vermont history and clinical psychology.

ANN TURNBULL

Ann Turnbull is presently an Assistant Professor and Director of Mainstreaming at the University of North Carolina. She has co-authored one book and is presently in the final stages of completing two more books.

RUD TURNBULL

Rud Turnbull is presently an Associate Professor of Public Law and Government in the Institute of Government at the University of North Carolina. He is the author of 20 to 30 journal articles and co-author of a book. He is chairman, Legislative & Social Issues Committee of the American Association on Mental Deficiency.

WES WILLIAMS

Wes Williams received a Ph.D. in Behavioral Disabilities from the University of Wisconsin in 1975. He is Coordinator of Development and Evaluation of Pupil Training Programs for the Center for Developmental Disabilities at the University of Vermont. His major interests include teacher preparation, curriculum development and applied research with multiply handicapped learners. Wes serves on the Executive Board of the American Association for the Education of the Severely/Profoundly Handicapped; the National Advisory Committee of the NARC Parent/Professional Training Program; the Educational Committee of the Champlain Association for Retarded Citizens, and the National Research Committee of the Council for Exceptional Children.

JODY WITHAM

Jody Witham is a project assistant on the Dean's Grant for Mainstreaming at the University of Vermont. This has involved the development of a resource library on mainstreaming, supervising the big brother/big sister program for the handicapped, lecturing in several pre-service education classes, serving on the Mainstream Advisory Council and acting as assistant coordinator for the FAPE Summer Institute. At the present time, she is a student in the Masters program in education at UVM.

PAT ZYBER

Pat Zyber's training and experience in the education field has always been with the special learner. She completed undergraduate training in Michigan in special education and this was followed by 3 years of teaching the hearing handicapped at Michigan School for the Deaf. She worked with and was trained by Dr. Ralph

Rabinovitch on developing programs for learning disabled children in Michigan at Hawthorn Center. She received graduate training at the University of Michigan in speech and language problems. She worked four years at the Center for Disorders of Communication as a teacher of learning handicapped pre-schoolers and as a speech pathologist. She also worked in the public school system as a speech pathologist. She is presently serving the Chittenden Central School District as Coordinator of Title I and Special Programs.

CONFERENCE STAFF

COORDINATOR	John Ohaus
ASSISTANT COORDINATOR	Jody Witham
STAFF ASSISTANTS	Joyce Swan-Keely Barbara Huntington Gloria Bouffard
SECRETARY	Barbara Matthews
PLANNERS	Connie Leean Bud Meyers Ann Nevin